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ABSTRACT

This framework is intended to be a flexible starting point for innovation, evaluation, and revision of curriculum and instructional programs. Here the social sciences also include: area studies (citizenship, conservation, comparative religions, ethnic studies, and contemporary affairs), and are linked with the natural sciences in ccmparing man with nonhuman life forms, and the humanities. The first level of curriculum goals consists of behaviors that illustrate key outcomes of an inquiry and concept approach. The second level or performance objectives is concerned with outcomes and achievements for particular topics of study within specified periods of time and conditions. Inquiry methods will mean frequent resort to questioning strategies, discussion, problem-solving, gaming and simulation, role-playing, reading, and multimedia instruction. The major themes are assigned for study by blocks of grades: (K-2) Mankind: Distinctive Characteristics; (3-4) Mankind and Men: Interactien, Diversity, Individuality; (7-9) Man and Systems: Economic, Political Urban Environments; (10-11) Man: Historical Integration; (12) Man as a Decision-Maker: Social Policy in the United States, and Man, His Goals, and Aspirations. Part II provides illustrative programs. (SBE)

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PROPOSED

Social Sciences Education Framework for California Public Schools

Kindergarten and Grades One Through Twelve

Report of the Statewide Social Sciences Study Committee to the State Curriculum Commission and the California State Board of Education

Revised Draft
Sacramento 1970

SP 000 539

ACKNOWLEDGMENT

The Statewide Social Sciences Study Committee was appointed by the State Board of Education in 1965 to review the 1962 Social Studies Framework for the Public Schools of California and to develop a new framework which would incorporate the most significant findings and thinking from the social sciences, learning theorists, and the current social-science curriculum projects. The initial organizational pattern of the committee brought together teachers, curriculum specialists, representatives of the State Department of Education, and scholars from the social-science disciplines, history, and education.

The Committee began its substantive work in January, 1966, and defined its principal task as follows:

> The Statewide Social Sciences Study Committee views that its primary goal is an examination of the current curriculum in light of the explosion of knowledge and rapid change of approaches and experimentation in the fields of the social sciences. The expectation is that a new framework K-12 will be developed. Appropriate studies and investigation of strengths, deficiencies and related problems in the teaching of social sciences will necessarily come under its purview.

Eight advisory panels were established in the following disciplines: Anthropology, Economics, Geography, History, Political Science, Psychology, Sociology and Cognitive Processes. The charge to each advisory panel was to prepare a report which would describe the role of the discipline in a K-12 social-science curriculum in the following areas:

How is the discipline defined?
Why should it be included in the K-12 curriculum?
How much of it should be included in the curriculum?
Where and when should it be included in the curriculum and why?
What are the concepts, skills, methods of learning which are unique to the discipline? Why are they unique?

Preliminary reports of the panels were submitted to the Committee in 1967. The State Department of Education published the final reports in December, 1967.

To insure an adequate flow of information out of the Committee, a number of conferences in the field in various parts of the state were held during the period of 1966-1967. Progress reports were made to teachers, curriculum specialists, county officials, and other interested parties. Information was distributed to professional organizations and other educational agencies. The Committee invited the submission of social-studies project materials from the field.

In November 1968, the Statewide Social Sciences Study Committee submitted their complete report of the Social Sciences Education Framework for California Public Schools to the State Curriculum Commission and the California State Board of Education.

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FIELD REVIEW AND REWRITE OF THE 1968 Draft of the PROPOSED FRAMEWORK

After a study of the framework and a hearing of citizens and educators, the State Board of Education asked for a field review of the document by both professional and lay persons. The State Department of Education met with members of the Social Sciences sub-committee of the State Curriculum Commission and developed a questionnaire to be used as an evaluation instrument. In April 1969, over 8,000 copies of the proposed framework and questionnaires were sent to lay persons and to school-district personnel throughout the state. Responses to the questionnaire which were returned to the Department were analyzed independently by Gordon F. Davies, California State College, Hayward, and Albert DiPippo, University of Southern California. Their preliminary reports were presented to the State Curriculum Commission in August 1969, and a final summary report was presented to the State Board of Education in November 1969. On the recommendation of the Curriculum Commission, the State Board approved a rewrite project. The following persons were thereby appointed to examine the 1968 draft and to rewrite it in such a way that its contents might be more readily accessible to the busy teachers who must finally put it to work in the classroom:

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The help of the following persons is gratefully acknowledged: John G. Church and Edwin F. Klotz, California State Department of Education; Billy G. Pemberton, California State College, Hayward.

Kindergarten and Grades One Through Twelve

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PART I

I INTRODUCTION

A. Framework

A framework is, by definition, that part of a structure which provides its basic form and unity. It is that part which supports the rest of the elements of the structure, as joists, studs, and rafters support the floors, walls, and roof of a house. This document provides such a framework. It is an official statement of what the State Board of Education desires as the basis for the instructional programs in the social-sciences curriculum for the California Public Schools, kindergarten and grades one through twelve. It states the significance of the subject-matter areas, goals, and suggested pupil-performance outcomes; gives examples of relevant concepts and settings or topics; and recommends sequences of study for the various blocks of grades. Incorporated within this framework are statements of what leading educators consider to be effective teaching approaches if basic instructional objectives are to be achieved.

Note, however, that it is not within the purview of this framework to specify the particular teaching strategies and content samples for the classroom. This framework provides the broad guidelines around which the local school district has flexibility to plan and to adopt instructional programs. Local districts and faculties are expected to develop programs and courses of study which are fitted to their particular community needs, and which complete the educational structure as floors, walls, and roof complete a house.

Finally, the framework serves as the guide to the State Curriculum Commission and the State Board of Education in preparing and adopting the criteria by which they will evaluate and select instructional materials for kindergarten and grades one through eight as required by the California Education Code.

B. The Social Sciences Defined and Limited

Fundamental to the development of the "New Math" and the "New Science" has been the idea that learning should be built around the structures of the scholarly disciplines. The logic of this idea has a somewhat different application in social-sciences education. The disciplines included in the social sciences are numerous and widely overlapping. Unlike physics, chemistry, and biology, the social-science disciplines are not clearly delineated from one another. Current changes in social-sciences instruction suggest that the confusion of disciplinary boundaries and relationships will continue, if not increase.

So much do the social-science disciplines interpenetrate – so much do they overlap with regard to objects of study, conceptual tools, and processes of inquiry – that it seems far less confusing and far more fruitful to think of a single interdisciplinary structure for the studies of man. The structure consists of those processes of investigating, modes of thinking, and concepts and generalizations which, simplified to eliminate duplication and varying terminology, are common to all the various social-science disciplines and which seem most useful for developing social understanding in the classroom.

In the public schools of California, the social sciences include the following disciplines:

1. Political Science
2. Geography
3. History
4. Economics
5. Anthropology
6. Sociology
7. Psychology

Area studies which cross disciplinary lines include Citizenship, Conservation, Comparative Religions, Ethnic Studies, and Contemporary Affairs.

C. The Social Sciences as Systematic Investigation

Public education is, or ought to be, a medium by which all men may develop their innate capacities as fully as they can or want to. In a truly free society, everyone must have the prerogative of choosing. And choosing implies alternatives, discernible alternatives. One of the most important functions of education is to teach how to discern alternatives and to offer a coherent method for choosing among the alternatives thus discerned.

The social sciences and other disciplines of learning have in the past devoted great time and energy to teaching things (facts, data, material to answer the question. WHAT?), and have thus helped students to discern, sometimes to discern alternatives. But they have failed to offer consistently a systematic method for choosing. It has been left to the individual to work out his own system or not. Because men generally are by nature systematic (the necessary consequence, perhaps the identity, of their intellectual capacity), most are able to develop methods that allow them to survive. Those who figure out a system of learning on their own go on to success; those who do not figure out any system become victimized by it, either through yielding to it or by suffering the consequences of a head-on collision with it. In any event, too few students have been able to benefit appreciably from their public education; but many have had to learn their lessons from life, a direct contradiction of the ideals for which public education exists.

It is our belief that teaching a learning-method along with content from the very beginning of a child's formal schooling will help him to achieve the goals of public education. Those who have been taught a system of learning can (and hopefully will) continue learning and will be in a better position to see education – and more importantly, life itself – as a positive, happy, spiritually and intellectually rewarding experience.

As a system of investigation, the social sciences are concerned with the development of:

An understanding of key concepts, generalizations and themes in a form that gives a sense of structure to the social sciences.

Competence in using methods of inquiry that are drawn from the disciplines and are most useful in lifelong learning.

Basic skills needed to use conceptual systems and modes of inquiry in studying social-science materials, including comprehensive biographies as well as historical documents and other original sources.

Attitudes of objectivity, thoughtful speculation, regard for evidence, openmindedness, and respect and tolerance for differing viewpoints.

Favorable attitudes toward and appreciation of the social sciences as a field of inquiry.

Systematic thinking promotes objectivity, logic, rationality, understanding, the ability to establish social priorities, and the capacity for distinguishing the ideal, the real, and the myth. It allows man to maintain a sense of orientation in relation to the system of organization, the social processes, the social value structure, and the social ethic even while forces of change impinge upon these elements of the society.

Systematic investigation cannot occur unless there is something to investigate. In this instance, the *something* is made up of data drawn from the subjects included in the social sciences. Because data are infinite, it is obviously impossible to give the student all the available data in any given field. The selection of data, therefore, has to be in relation to some concept or theory and linked with inquiry tasks (e.g., observing, classifying). The concept or theory sets up the scale of relevance, and data are collected that would put the concept or theory to some kind of test. Sometimes the students themselves will introduce and test their own concepts or theories; sometimes they will examine those of historians and other scholars. The data used will vary with the concept or theory being tested.

What is important is that the student come to realize what knowledge really is, how it is come by, verified, and validated. He must learn to actively organize his own knowledge, rather than passively store the inferences and sets of data put together by someone else; because the way a student organizes his knowledge determines the role that knowledge will play in his future thinking. The conclusions of today may very well not be those of tomorrow, as those of yesterday may not apply today. It therefore makes perfectly good sense to examine today's conclusions in light of the data by which they were derived. This approach requires that we treat knowledge as open-ended to allow the student to theorize for himself, to give him greater access to data, and to give him the freedom and opportunity to engage in critical thinking as he matches his theories against the available data. A social-sciences curriculum based on inquiry and concepts suggests a more viable epistemology which will engage the student in discovering and evaluating knowledge and developing a valid understanding of the social sciences.

Education in the social sciences should enable each individual to better understand himself within the larger social, cultural, spiritual, ethical and scientific universe which defines his environment. The process of education should produce related groups of understandings, that is, recognition of the relevance of values and goals; and understanding of the intricate workings of the social system and of the complexities of social interaction must emerge as end products of social-sciences education in the public schools of California.

There is no claim that emphasis on the modes of thinking and the processes of inquiry in this framework mandates any single method of teaching or of student performance. What is important is that teachers be sensitive to the nature of knowledge in the social sciences and to the development of concepts and thinking processes. Authoritative or expository statements by the teacher, for example, are eminently suitable when he can serve as a source of data not otherwise available, and at a point when students have recognized a need for such data. No suggestion is intended that the teacher become a passive bystander or merely another member of the group. Limits can be neither prescribed in advance, nor abandoned entirely. The student's freedom to deal with data on his own must be set within an organized classroom environment; when difficulty is encountered in a particular teaching sequence, the teacher must recognize and deal with it through new data, further demonstration of phenomena, an appropriate leading question, or whatever else will lead to progress without destroying student initiative.

The goal of instruction is to produce a student who is able to examine accepted solutions and assumptions, to seek new data and new ways of explaining them, to recognize the uncertainty of knowledge without being paralyzed by this uncertainty. This goal does not amount to a categorical rejection but to a categorical examination of what has already been established. This goal is entirely compatible with the traditional social-responsibility aims of social-sciences education. Social responsibilities or good citizenship qualities are seldom achieved by mere didactics, but require a citizen able to make independent evaluations of social processes, institutions, and our heritage of ideals. It is the result of many opportunities to consider alternatives, not of indoctrination in the origin and current status of a single possibility. Every student must be given the opportunity to practice independent thinking and individual responsibility.

II SOCIAL-SCIENCES PROGRAM

A. The Curriculum

An effective curriculum in social-sciences education for the students of the public schools of California has three major components:

(1) Processes or methods of investigating, and modes or ways of learning in the social sciences.

(2) Concepts and generalizations drawn from the social sciences.

(3) Settings and topics which serve as the selected samples of human experience, both past and present.

1. Investigating and Learning.

a. Processes of Investigating (or Inquiring)

Students need to be taught to inquire, to question, to investigate, to probe constructively in systematic ways, rather than be left to discover these ways randomly or not at all. The processes discussed here have been derived by studying man's behavior; they represent, not rules for inquiring, but a systematic arrangement of ways men typically inquire with efficiency and success.

(1) Observation – To observe is to look closely, to watch for details, to see units and their various parts clearly.

(2) Classification – To classify is to assign names and ranks to observed things, to set up classes and to place like things in those classes.

(3) Definition – Clear definition depends on close observation and classification. To define a thing is to establish and explain as precisely as possible what it is or the limits of its applicability.

(4) Comparison and Contrast – These two words name the opposite sides of the same coin and are inseparable: as one looks at similarities, he necessarily sees the dissimilarities. When one compares two things, he notes specifically the similarities; when he contrasts two things, he notes specifically the dissimilarities.

(5) Generalization – To generalize is to make a statement that is intended to apply to all the members of a class. It is important that students recognize the need to clearly define the class about which they are generalizing, and thus to pay attention to their language and to the demands of syntax and grammar.

(6) Inference – To infer is to perceive something not explicitly appearing in the thing observed or described. Usually an inference carries one beyond the observable and into the realm of speculation. This speculation is not to be a matter of guesswork. In fact, the teacher must continually discourage the natural propensity to overgeneralize. Educated speculation must be based on clear observation, discrimination, and experience.

(7) Communication – To communicate is to give or send or transmit to another being, by any means (oral, visual, etc.), an idea or a feeling. *Communication* is such a giving; it is the overt representation of what is in the mind; it is the way we open our minds and our selves to one another. Though even the best communication is imperfect, the most effective communication takes place when specific relationships between specific things are specifically established in conventional ways and by conventional symbols, usually verbal. A picture by itself, for example, may or may not communicate what the artist or photographer intended. Instead, the viewer may (must) interpret what he sees; no two people are likely to make exactly the same interpretation, and though a discussion between them may bring them to agreement, only the picturer could say whether they had correctly deduced his meaning or feeling or both. Verbal communication is also liable to be misunderstood; but because it is man's most conventional medium of communication, it ought to be stressed as essential for clear exposition. This framework, to illustrate, is composed of words, not of musical notations or mathematical equations or a series of pictures. (Note that hereafter *communication* as a process is not considered as receiving special emphasis at any level. It should, in fact, receive emphasis at

every level, for it is the *sine qua non* of all deliberate education. Students ought to be taught the value of and the need for communication throughout their schooling.)

These processes are not to be considered as mutually exclusive or as necessarily occurring in the sequence listed (*observation* must surely be a first step, and *communication* a last). They are intended to be overlapping generalizations; indeed, it is often difficult to distinguish between two different processes (between *definition* and *classification,* for example, or between *observation* and *comparison.*)

The general aim in teaching such a system of inquiry is to help the student make conscious what might otherwise remain unconscious, make deliberate what might otherwise remain intuitive. It is an attempt to ultilize and develop the student's native intelligence and ability, for all the processes listed are inherent in all rational minds.[1]

b. Modes of Learning

A similar aim is embodied in the three categories called, collectively, *modes of learning*, which correspond roughly to the developing thinking-capabilities of children. The use of these three modes – *analysis, integration,* and *valuing* – is intended to represent the kinds of intellectual activity appealed to at a given time by the teacher's presentations, assignments, and general organization in the classroom.

(1) Analysis – In the student's early school years his learning activities and the questions asked him will be calculated to require him to analyze, to look closely and carefully at things in order to identify them and to distinguish one thing from another. For this reason, the teacher's first step will be to direct attention to the processes of *observation, classification,* and *definition.* The intention is to develop in students the habit of seeing as clearly as possible what they are talking about. The teacher's second step will be to direct attention to the processes of *contrast* and *generalization* with the purpose of examining and explaining relationships.

(2) Integration – As the student progresses in school, the learning activities and the questions will be formed in such a way as to require the student to integrate, to synthesize, to bring together the things which analysis has allowed him to discriminate clearly. The major processes will be *definition, comparison,* and *generalization.* Students will still be required to analyze and to use the processes of analysis, but the teacher will now emphasize bringing together. The intention here is to teach students to look for relationships of the parts to the whole. In *cultural integration*, for example, students will learn to see how such things as mythology, religion, economics, and so forth, function as parts of a whole culture, or how elements from two different cultures intermix and fuse into one. Similarly, in *historical integration* students will learn to see that cultures, nations, people, and events of the past have a time relationship to each other and to the present; and they ought to learn to discriminate between cause-and-effect and merely sequential happenings.

(3) Valuing – By the time a student is in high school, the teacher should be asking questions that will require him to assign and compare values, to weigh alternatives in order to make qualified judgments about the future effects of present actions. The teacher will emphasize the processes of *generalization* and *inference;* the student at this stage will have to recognize problems, deduce alternative solutions to those problems, and make rational decisions about which alternatives are best.

Everyone, whether he realizes it or not, assigns and acts on values continuously. There are, in fact, few human actions that are not based on the assigning of values. What dress should I wear today? Should I get a haircut this week? Should I buy a new car, or overhaul the engine in this one? All these questions involve values, involve choosing among a great many values – economic, moral, esthetic, or other – some of which almost necessarily conflict with one another.

In some instances, values have been predetermined in the form of laws. It sometimes happens, though, that such values change with time. When an old law is found to be no longer relevant – that is, when it no longer represents the values of the majority of the people – it can be changed.

Individual values are susceptible to change, also, though they are often as hard to change as the written laws. When a person clings to an old decision without being willing to re-examine the values leading to that decision, or when he bases his decision on institutional values accepted without question, he is often said to be prejudiced. An example of prejudice is that concerning

[1]Please notice that when valuing is explicitly emphasized in Part Two, the processes of investigation are stated in other words than those listed above. Because the aim of study in this mode is qualitatively different, because valuing so completely subsumes the other two modes to new ends, the processes are themselves designated in a slightly different manner. The different language, then, implies only a different applicability.

> the races of man. At one time it was commonly believed that skin color indicated an inherent moral and intellectual superiority. Such a prejudgment, made centuries ago, has been disproved by biological science and by empirical observation; and yet it endures, sometimes because of ignorance, sometimes for blind adherence to tradition, always for lack of honest and openminded re-examination of data.
>
> Public education is concerned with the teaching of *valuing* not for the purpose of telling individuals what they must and must not like or choose (some "choices," of course, have been made by law, which necessarily should be taught), but for the purpose of helping them to realize that choices ought to be made on the basis of a self-conscious reasoning process. *Valuing*, as a mode or way of inquiring, should thus be seen not only as being the next logical step after *analysis* and *integration*, but also as incorporating and extending these modes in such a way as to attain reasonable, mature, and therefore consciously chosen goals.

Although the three modes of learning ought to be emphasized at different grade levels in the sequence listed, they are not thought of as mutually exclusive. Indeed, children begin synthesizing information and making decisions almost, perhaps precisely, as soon as they begin perceiving. Their syntheses are usually weak, and their decisions often detrimental to their own well-being, however, because they do not observe closely enough, or because they have too little information available to them, or because they are too heavily influenced by personal wants rather than rational needs – in short, because their experiences are too limited. These processes and modes, then, are seen as characteristic ways of gaining that experience, which is ultimately the goal of "formal" education. They are not to be taken as determining what a student thinks, but as showing him how to apply the natural functions of his mind in efficient and persuasive and constructive ways.

2. Concepts and Generalizations

The second major element of the social-sciences program consists of the concepts and generalizations commonly used by social scientists and historians in studying human conduct and relationships ranging from individual to group action, and from a local to an international level. A *concept* is an idea or notion, a mental set or construct, a mental image of a thing, either concrete or abstract. A concept is not a word or a group of words, but is the idea or set of ideas symbolized and identified by a word or by words; nor is a concept the thing itself, but is rather one's notion about that thing. A lake, for example, is not a concept; the concept is the set of ideas which allows one to recognize and classify that particular body of water correctly. It is more difficult to illustrate the concept of an intangible thing like *honor*, because no concrete object exists as a referent for it. It is necessary to observe a man's motivations and actions in order to determine whether he possesses honor. If he reacts in the expected way given certain motivations, then he has honor; the concept is the mental set, the expectation that allowed the observer to recognize that those actions in those circumstances demonstrated honor.

Generalization, in this framework, is distinguished from *concept*. As defined earlier (see Processes of Investigating above), a *generalization* is a statement intended to apply to all the members of a designated class. The members might themselves be concepts (in which case the generalization might be called a "concept-statement"), or the generalization might itself function or come to function as a concept. In economics, for example, the concepts *goods*, *services*, *supply*, and *demand* might be generalized in this way: "Given a free-market economy, the price of goods and services depends on supply and demand."

Concepts and the generalizations they produce provide the means of understanding the whole body of a given field of study; they are the intellectual tools which give structure to the field and thus serve to distinguish it from other fields. About mathematics, for instance, Fehr and Hill say,

> There are certain concepts that are fundamental to the whole of mathematics. . . .These fundamental ideas [concepts] called sets, mappings, relations, and functions, appear first very simply in the study of numbers, but they are developed more deeply and abstractly in the higher branches of mathematics.[2]

A sampling of concepts from geography might include *region, localization, areal coherence, spatial interaction;* from sociology come concepts of *culture, society, social class, norm.* The student cannot be expected to understand either geography or sociology until he has developed an understanding of the concepts which form the structure and embody the assumptions of the particular discipline.

[2]Howard F. Fehr and Thomas J. Hill, *Contemporary Mathematics for Elementary Teachers* (Boston: D. C. Heath and Co., 1966), p.1.

But what does the student do after he learns the basic concepts? What's left? Fenton illustrates the way in which concepts provide the structure for further study:

> Let us suppose, for example, that a student knows four concepts from sociology – social class, status, role, and norms – and wants to analyze the society of Boston in 1750. These four concepts will help to guide his search for data. With them in mind, he will search for evidence about class structure: how many classes existed, and what characteristics distinguished members of one class from those of another. He will try to find out what roles members of each social class played in the society. He will ask himself which roles had high status and which ones ranked at the bottom of the prestige scale. Finally, he will seek evidence about which norms – patterns of behavior – were expected from everyone. The concepts are "imposed conceptions" which guide the search for data toward issues which sociologists have found useful for the analysis of society.[3]

Although any selection or arrangement of concepts is somewhat arbitrary, the teacher should remember that usefulness as tools for inquiry is the paramount criterion. As Fenton goes on to point out,

> Learning to use concepts and analytic questions should be a key objective of the social studies because structure influences the hypotheses one can develop and hence controls inquiry. Without self-conscious knowledge of the way we structure evidence, none of us can achieve freedom or efficiency as an investigator.[4]

3. Settings and Topics

The third element of a social-sciences curriculum, the *settings and topics,* consists of the contexts assigned to the various grade levels – the places, events, and times, the particular peoples, issues, and problems. These contexts provide the subject matter within which the processes of inquiry are applied and from which concepts and generalizations are drawn. Governing the selection of settings at the various grade levels are several important criteria, including the following: usefulness in developing inquiry skills and concepts and generalizations; demonstrable relevance to students and to society; the specific needs of examining a variety of cultures, of providing knowledge of the American heritage, of providing knowledge essential for citizenship, and of providing the foundations for sequential learning. Although specific settings and topics are recommended, a sufficient flexibility of choice is allowed in order that local district conditions and needs can be met in the diverse areas of California.

B. Goals and Objectives

The goals proposed in this section are derived from the philosophical statement of the social sciences in the Introduction. They should be thought of on two levels. The first level consists of a composite of performances or behaviors that illustrate key outcomes of an inquiry and concept approach to the study of man. For example, desired outcomes for all students include the ability to:

> Define issues, problems, and topics of study clearly, giving attention to values, feelings, and attitudes as well as to concepts, generalizations and other cognitive elements;
>
> Select and use modes and processes that are appropriate to the particular problem or topic under systematic investigation;
>
> Interpret, generalize about, and infer from data meaningfully, assess the accuracy of information, and communicate ideas and findings effectively;
>
> Define concepts and use them as intellectual tools of inquiry to analyze issues and human events in terms of guiding observation, collecting relevant data, classifying data, making comparisons, interpreting findings, and communicating ideas;
>
> Contrast or compare human events, cultural patterns (including ethnic groups), and activities to explore identities and differences;
>
> Analyze and value human rights, freedoms, and responsibilities in the context of personal and cultural identities and differences;
>
> Propose, examine and evaluate solutions to problems in terms of a consequence-analysis based on a priority of various sets of values;
>
> Make and test hypotheses and apply generalizations, taking account of relevant available information to avoid overgeneralizing;

[3] Edwin Fenton, *The New Social Studies* (New York: Holt, Rinehart and Winston, Inc., 1967), p. 14.

[4] *Ibid.*, pp. 14 – 15.

Express and demonstrate ways in which fundamental values of our democratic creed are a part of our American heritage.

These goals give the broad direction or intent of the total K – 12 social-sciences program and are not directly concerned with a particular achievement within a specified period of instruction.

The second level of goals, labeled "Performance Objectives," is concerned with outcomes and achievements for particular topics of study within specified periods of time and conditions. Outcomes at this level are defined so as to suggest the type of student performance that may be observed in the classroom. In addition, these objectives can be measured within a given period of instruction under specified conditions; if the objectives are attained, the student advances toward a corresponding goal. It is important that these objectives be defined in terms of observable student performances.

Illustrative examples of the basic structure of performance objectives at several grade levels follow:[5]

K-2 Block of Grades

Performance Objective:	The student will classify given types of clothing materials according to their source: animal, vegetable, or chemical.
Sample Item:	Given samples of silk, wool, cotton, rayon, nylon, rubber, and plastic fabrics, paste the samples on charts designated animal, vegetable, or chemical.
Answer:	The student will classify the items: Animal: silk, wool Vegetable: cotton, rubber Chemical: plastic, rayon, nylon

5-6 Block of Grades

Performance Objective:	The student will compare consumption of a given natural resource in two countries. The description should indicate ways in which each country uses that resource.
Sample Item:	Write a paragraph explaining why the U. S.'s consumption of forest products was greater than Canada's in the last 10 years.
Criteria:	The student will include some of the following points:

United States	Canada
1. rapid population expansion and consequent increased demand for forext products; for example, lumber for houses	fairly stable population and therefore less demand for products
2. moderate climate so timber more easily accessible year round	more severe climate which makes working in the forest more difficult
3. shorter hauls to get forest products to areas of demand	longer, more expensive hauls to get timber and forest products to markets

[5]The following material has been adapted from Center for the Study of Evaluation, *Instructional Objectives Exchange: Social Science K – 9* (Los Angeles: UCLA Graduate School of Education, no date).

Illustrative examples of performance objectives are spelled out for all topics within each block of grades. These performance objectives give specific attention to the use of inquiry skills and concepts in each study of suggested settings. No attempt has been made to identify and present an exhaustive list of performance objectives for any given topic. It is anticipated that the listed objectives will be refined and elaborated as school district personnel and other groups design units of study, courses, teaching guides, and instructional materials. Local school districts should expand or revise the suggested performance objectives to meet the needs of their students.

C. Illustrative Examples of Studies

Traditionally, the social-sciences curriculum has been defined largely as a matter of settings or topics, although some have given limited attention to selected concepts and generalizations and to selected aspects of inquiry. This framework brings all three components together into a coherent program for the first time, and it highlights the critical relationships between them. The following examples, organized around the three modes of thinking, vary in format, style, and teaching strategy; they are intended solely to illustrate how the program works in the various blocks of grades.

1. *Analysis* – The topic, "How have different groups of men developed different ways of living in the same or similar environments?" comes from the 3 – 4 block of grades.

Several communities of men should be contrasted with specific attention to the environment, natural resources, technology, social organization, division of labor and other pertinent aspects of culture. The main instructional objective is to examine the flexibility and diversity of human adaptation due to the peculiarly human capacity for culture. The suggested settings could be these early California communities – Indian, Spanish, and Anglo-American. The following objectives and classroom activities illustrate the use of the processes of investigation in a study of man's differing adaptations to the same or a similar California environment:

Observe and collect information on various parallel activities and functions in such areas as shelter, production of food, use of tools and ideas in mining and agricultural activities, transportation, social class, recreational activities and artistic expression.

Classify the information on charts or in other forms to highlight contrasts or comparisons among the communities selected for study.

Collect and classify information on the roles of leaders, various workers, and other individuals, and make charts that contrast roles in the communities under study.

Collect and classify information about the kinds of support that the Spanish and Anglo-American communities from the societies from which they came.

Identify and describe instances of cultural borrowing and adaptation of ideas to cope with problems encountered in the California environment.

Interpret, infer, and generalize about human adaptation in these early California settings and communicate the ideas and findings effectively.

The first step is the collecting of data or information. To initiate the study, the teacher might begin with large pictures which depict an Indian community, a Spanish mission-rancho community, and an early mining-and-agricultural community in California. The children could be asked, "What things do you see in these pictures that tell us about life in each of the communities?" After detailed observations of the pictures, the question could be raised, "What other data are needed to understand life in each community?" Representative symbols may be pinned to a relief map of California to show where the communities were located. Have the children read the map to gather information about the natural environment of each community. Some of the class or the teacher may have visited a restored mission which they can describe to the class and thus provide additional data. Key concepts may be identified to serve as guides in the search for pertinent information from sources such as books, films, filmstrips, documents, and maps.

Information collected and recorded from these various sources could be grouped or classified on appropriate charts made by the children for easy access when the class moves on to the next step of contrasting the different communities. Suggested key concepts for the process of classification might be *homes* (kinds, construction), *tools* (kinds, materials made of), *resources used* (soil, plants, water), *division of labor* (kinds of work performed), and *transportation* (kinds, sources of power). With these classified data in the form of charts, the children will now be ready to contrast life in the various communities and make generalizations that they feel are warranted about the adaptive characteristics of each cultural group. This study may be extended to include other aspects of community life such as *rules, social structure, people* (where they came from,

reasons for coming), *education*, *recreation*, and *religious customs*. In the course of studying these selected samples of culture in early California that have successfully occupied the same or similar environments, children may now classify them (tribal, peasant, rural-urban, and so on) after they have discovered and defined the characteristics of each type. Contrasts with the local school community of the class may be considered throughout the entire investigation.

This analytic study could be moved to another level of investigation by having the class consider a question such as, "Why do different groups of men develop different ways of living in the same or different environments?" Such an inquiry should include attention to values and to the kinds of support the communities received from the societies from which they came. The children should be able to respond in different ways with different hypotheses and cause-and-effect relationships. The final step in the analysis assumes that the ideas and findings need to be recorded in some form – written reports, maps, pictures – so that they can be communicated to others.

2. *Integration* – The question, "What impact has the introduction of enslaved Africans had upon American life?" (Subtopic 1d) is part of the larger question, "How has the United States come to be the way it is, and how is it changing?" considered in the 10-11 grade block.

The major objective is to use integration in developing a comprehensive view of the institutionalization of slavery in the United States. The students not only will use many of the skills and concepts developed in the analytic mode as they seek replicable and relevant answers, but they will study the diversity and possibly the antithetical nature of the new concepts developed. The resulting comprehensive view acquired by the student should not be chaotic. His view should become as believable and coherent as his view of his own culture. His generalizations should be just as apparent as his perception of his own behavior patterns related to contemporary multi-racial situations. The study will require systematic checking of analytic data for developing rational conclusions. The process will require a great amount of freedom in investigation and be continually focused on definition, hypothesis, search evidence, and generalization. If the study achieves its objectives, students will be able to distinguish between relevant and irrelevant generalizations concerning freedom and political reality.

Ideally the study should begin with generalizations based upon data portraying the existing social, economic, and political status of black people in California, or in a large city in California. These generalizations, moreover, should involve refined definitions of the concepts of *caste*, *ethnocentrism*, *racism*, *values*, and *ideology* if comparison is to be meaningful. One of the major problems facing the teacher will be to determine the amount of time needed by his students to make an adequate and acceptable investigation of materials which would supply information on the status of racial groups in California or the local community. The teacher is in the best position to judge the background of information his students have acquired at other grade levels and to use whatever means are necessary. Economic and political data for the past ten years are abundant. In addition to the usual reference materials students should use local surveys by labor, sectarian, and business groups, the publications of the California Department of Industrial Relations, materials from the University of California Institute of Governmental Studies, and the many reports of the U. S. Civil Rights Commission, the Department of Labor, and the Bureau of the Census. Direct observation of community groups at Board of Education, Board of Supervisors, or Economic Opportunities Council meetings will give significant insights. Excellent motivating films such as *Walk in My Shoes* or *Nothing But a Man* can be used in their entirety or in part. Whatever is done in the length of time allotted must provide a reliable base for the comparisons necessary for relevancy.

Secondary sources should be used to provide a sense of the time involved in this episode, 1619-1863. A knowledge of the sequence of events will be necessary to achieve an understanding of the relationship of ideas to the development of logical generalizations. Such sources will help prevent the tendency to ignore multiple causation. Freely selected documentary readings often tend to narrow the students' perspective unless some survey techniques are also used. The issues of today – the questions involving freedom, liberty, justice, law, and morality – can most efficiently brought into the field of focus with survey materials or techniques.

The legal institution of slavery in the New World raised ethical questions concerning the established order. A study of slavery in the New World necessarily implies a study of the antecedent slavery in the Old World, including Europe, Africa, the Near East, the Far East (for example, in ancient Greece, Ethiopia, Arabia, China).

The inquiry into the impact of slavery can begin with documentary evidence of the evolving status, moral and legal, given enslaved black people in colonies such as Maryland, South Carolina, and Virginia prior to 1750. Study of the legalizing of life servitude in the colonies, the stratification of society by the slave codes, and the conflict between morality and economic expediency can be presented in a historical context.

Once students have examined the development of slavery as an institution and the attendant conflict during the colonial period, they can see the contradiction of principles apparent in Revolutionary writings, legal decisions concerning slaves, the original and final drafts of the Declaration of Independence, and the three-fifths compromise. The questions considered at this stage of investigation will need to emphasize comprehension of content and generalizations as the major objective. Students will not be told what the participants in the sequence of events and developments thought or did; instead, they will elicit those thoughts and deeds from the writings of the participants and the contemporaries of the participants – in short, they will consult original rather than secondary sources.

To help the students develop a valid base for comparing present values and behavior with those inherent in the particular episode being studied, the teacher might suggest that they pursue such questions as these: (1) What questions were raised about the most efficient system of labor during the colonial period? (2) What American colonists took issue with the instiution of slavery? (3) What economic, political, social, and philosophical effects did slavery have in the northern colonies and the southern colonies? (4) Why did southern support of the institution intensify after 1815? (5) Which was most important to abolitionists, freeing slaves, or insuring racial equality? (6) Were reasons given for making slavery a political issue? (7) Did economic developments strengthen pro-slavery opinion in the South and anti-slavery opinion in the North? (8) Did Blacks have various attitudes toward living in the United States prior to the Civil War? (9) Were concepts other than emancipation important factors in President Lincoln's Emancipation Proclamation in 1863? (10) Were attitudes involving nationalism strengthened by the Civil War? (11) Were attitudes concerning ethnocentrism and race strengthened by the Civil War?

Each of the above questions has many related questions which teachers can develop best. The documents and experiences available to the class will be most important in determining scope and depth. A wide range of material is now available in source books, biographies, pamphlets, periodical and newspaper facsimiles, state constitutions, and so on. The deepening conflict of values and the effects of slavery on both the enslaved and the enslavers can be examined by students if they compare the South Carolina slave code of 1712 with Quaker John Woolman's "Some Considerations on the Keeping of Negroes," written in 1754. Biographies, or autobiographies, of such men as Thomas Jefferson, Martin R. Delaney and Frederick Douglass will reveal some of the variety of ideas about the treatment of Blacks: transporting them back to Africa, educating them for free and full citizenship, and so on. John Hope Franklin's *From Slavery to Freedom,* Lerone Bennett's *Before the Mayflower,* and present-day periodicals such as *Ebony* and *Journal of Negro History,* give lucid and comprehensive accounts of Black perspectives on slavery and provide more data for historical integration.

Classroom questions should be developed which will act as a check on the inquiry process. They also will assess the contribution to the performance objectives for this Topic made by each reading or activity. Examples which might help are: (1) What was the immediate cause for the document or event studies? (2) What issue was apparent in the document or event? (3) Was the event or document relevant only for the participants? (4) Were principles involved which were supported by any great number of people? (5) What degree of activity is apparent in the document or event? (6) What social, political, economic, or philosophical factors were involved? (7) Was the cultural context a significant factor? (8) Was physical environment a significant factor? (9) Was a sequence of events significant to the document or event? (10) What evidence of mind set is apparent on the part of the observer? With this type of checklist students can move from questions to evidence, to hypothesis, and then to evidence for valid generalizations. Whatever the materials and classroom experiences; both process and content can be tested by formal and informal means. The major questions should focus upon the individual student's understanding of his cultural origin within the continuum of the American experience.

3. *Valuing* – In order to demonstrate that this mode is applicable, though not emphasized, from the beginning of the student's formal schooling, the following example is offered from the 5 – 6 block of grades.

The topic, "How do groups interact in other cultures?" is exemplified in this summary of the activities in an actual classroom.

In a sixth-grade class, the children were dramatizing the life of villagers of Barpoli located in the State of Orissa India.

The "villagers" were doing rice farming in the fields, taking care of the compound, and taking their wares to the "hat" market. The *Chow Kidar* (policeman) was busily moving through the crowds of villagers. The *Zimindar* (landlord) was arguing with a number of the farmers as he tried to collect his rents. In the distance, "children" were listening to the words of the *Gram Sevak* (village worker) who was trying to teach them the values of having a new well in order to obtain fresh water.

In the "streets" a *Harijan* (outcast) was busily sweeping, using some dried straw that had been tied together.

The *Chow Kidar* soon began to announce a meeting of the *Gram Panchayat* (village council). The village council and villagers were being called together to discuss a proposal of a United States Congressman which they had heard about through the *Gram Sevak.*[6]

The proposal was that all of India's farming problems could be overcome by merely sending tractors to the villagers.

The "Sir Panch" (leader of the council) called the five members of the council to order and began to discuss the problem. All around sat the villagers dressed in *saris* and *dotis.* The council became increasingly excited as its members talked. They were quite aware that the use of tractors would displace workers in the field. They discussed the fact that their land holdings, whether rented or owned, were widely scattered and, therefore, not suitable for tractor use.

Even if the tractors were provided, the cost of gasoline and maintenance in a land where the average yearly income is about $50.00 would be prohibitive. The council turned to the villagers and asked if there were any comments or questions. The villagers agreed quite strongly with the feeling of the *Gram Panchayat.* They felt that the Congressman did not really understand the needs in their village. They could not understand why they needed machines that would put men out of work. The villagers and council agreed. After this long discussion, they were to ask the *Gram Sevak* to work with the Indian Government and themselves in order to provide a greater harvest from their farming. They instructed the *Gram Sevak* to tell the Indian Government they did not want the tractors.

When the children continued their study in the classroom, a further discussion took place concerning the use of machinery in India in contrast to its use in the United States. They questioned the policy they had established as villagers. Some of the children felt that India could do something to promote mechanization; most felt that the decision of the villagers was sound and best for India. They agreed, however, that at some future time this kind of decision might be changed or modified.

All of the children stressed, however, that the way people in the United States valued the use of machinery and technology was not the same as the way Indian villagers felt. They thought the Congressman should have visited Indian to learn how people in villages really felt. The students recognized that the way in which people value the things around them has a very important effect upon the decisions reached by the group.

[6]No specific congressman was quoted. The "quotation" was a device used by the teacher to trigger the thinking of the children to check whether the students had acquired some insight into the values of the Indian farmer.

III PROGRAM DESIGN

A. General

This framework is intended to be a flexible starting point for the continuing process of innovation, evaluation, and revision of curriculum which the rapid growth of knowledge makes imperative. It also demands that teachers be given the greatest possible freedom in selecting appropriate settings and study sequences within the general themes assigned to blocks of grades.

Themes are assigned for study by blocks of grades as follows:

Grades K-2	Mankind: Man's Distinctive Characteristics
Grades 3-4	Man and Land: Cultural and Geographic Relationships
Grades 5-6	Mankind and Men: Interaction, Diversity, Individuality
Grades 7-9	Man and Systems: Economic and Political: Urban Environments
Grades 10-11	Man: Past and Present (Historical Integration)
Grade 12A	Man as a Decision-maker: Social Policy in the United States
Grade 12B	Man, His Goals and Aspirations: Selected Studies in the Social Sciences

Earlier in this document it was pointed out that the processes of investigation and modes of learning are observed, not made-up, characteristics of rational humans. The point bears repeating (and elaborating) now, else the following "Topics Within Blocks of Grades" will have little meaning. The most important thing to bear in mind is that children, by the time they reach school age, have already developed an intuitive use of all the named processes and modes. The value of this framework lies in its attempt to make conscious this intuitive use.

Five-year-old children are "immature." The duration of their "immaturity" is, or can be, measured by their ability to relate abstractions to "reality." Their physical and intellectual capacities, rudimentary when they reach kindergarten, increase inevitably (if they are "normal") with time. The attempt in this Framework is to exploit both time and the children's natural development. Thus the early education caters to childhood curiosity, which is usually manifested in attempts to identify things. The major processes used here are *observation, classification,* and some *contrast,* and these are abstracted as the mode of *analysis.* As the child grows, physically and intellectually, the other processes are overtly introduced and emphasized under integration and valuing. Each mode subsumes and extend the previous mode or modes.

There is no intent that any child should ever be held back by this system, that he should ever be discouraged from using any or all of the processes and modes at any time. The settings – the places, events, and times, the particular peoples, issues, and problems – suggested for the various topics assigned to the grade levels in this framework are linked closely to the development of inquiry skills and concepts as noted. Special care has been taken to suggest settings that meet the criteria of relevance to students and to society, of providing knowledge of the American heritage, of providing knowledge essential for citizenship, and the specific needs of examining a variety of cultures both past and present. In general, increasingly more complex settings in terms of time, place, concepts, and inquiry processes are proposed for each succeeding block of grades. The intent is to appeal to, and thus to encourage and reinforce, the child's natural intellectual propensities in a systematic and uniform way.

Provision should be made for the study of contemporary affairs throughout the program. A critical selection should be made in light of such criteria as significance, relevance, availability of background material, ability and age of students, and topics currently studied in the program. The use of contemporary affairs makes it possible for students to apply inquiry skills and concepts to live events, issues, and problems. As this is done the teacher should make systematic assessments of the ability of students to apply inquiry processes and concepts.

B. Relationships to Other Curricular Areas

This social-sciences program has many links to the natural sciences on one side and to the humanities on the other. In the study of human culture in the primary school grades, man's unique intellectual qualities – verbal communication, tools, organization and beliefs – may be best illustrated by making comparisons with nonhuman forms of life. Similarly, much of the work in classification is akin to set theory in mathematics. At such points every effort should be made to relate the work in the social sciences to the parallel work and processes in the natural sciences and in mathematics, so that they may reinforce rather than duplicate one another. In all cases where the social-sciences program makes use of phenomena from the natural sciences, such data are used only insofar as they contribute to a better understanding of man.

The growing interest in strengthening the study of the humanities in the schools should provide increasing opportunities for coordination and mutual reinforcement between the study of man in society and the study of literature, language, art, music, philosophy, and religion.

C. The Program by Blocks of Grades

Within the major theme assigned to each block of grades, the studies are divided into topics. Each topic has as its heading a key analytical question which suggests both the conceptual content of the topic and the processes of inquiry associated with it.

Note that each topic is introduced by a chart containing the inquiry processes, the concepts that are to be emphasized, and the suggested settings. In interpreting the charts, it is important to note the following:

1. Only inquiry processes which are explicitly treated are listed. Occasionally an inquiry process which enters critically but which is not explicitly treated is listed in parentheses. Explicit treatment means that the class not only performs the process but talks about it directly.

2. Where an inquiry process is especially important, relative to others also present, that process is marked by an asterisk (*).

3. Only analytic concepts are listed in the concept column. Integrative concepts, being by definition specific to particular times, places and events, are inseparable from settings. These concepts appear in the description of particular settings.

Topics within a block of grades need not necessarily be taught in the sequence in which they are presented. In fact, flexibility seems highly desirable to enable individual schools and school districts to meet the varying needs of their school populations, to adapt to varying arrangements of grades, and to make the most effective use of available instructional materials and personnel. In some instances important advantages are seen in a certain sequence of topics. The complete report (Part II) must be read for each block of grades.

Each topic has an anthropological element. I have checked only those that are primarily anthropological.

D. Topics Within Blocks of Grades

Grades K-2: Mankind: Man's Distinctive Characteristics

Topics

✓ 1. What is man?
✓ 2. How do men and animals adapt to and change the land they live on?
✓ 3. How do men and animals communicate?
✓ 4. How do people live together?
✓ 5. How are people alike and how are they different?

Grades 3-4: Man and Land: Cultural and Geographic Relationships

Topics

1. What is the relationship between the natural environment and animals on the one hand and man on the other?
✓ 2. How have different groups of men develop different ways of living in the same or similar environments?
✓ 3. How has urbanization altered man's relation to the natural environment?
4. How are problems of living being met in the modern urban environment?
✓ 5. What is human about human beings?

Grades 5-6: Mankind and Men: Interaction, Diversity, Individuality

Topics

1. What happens when different groups of men come in contact?
2. How have ethnic groups and individuals affected American development?
3. How do different groups interact in the contemporary United States?
4. How do human groups interact in different cultures?
5. How is any man like no other man?

Grades 7-9: Man and Systems: Political and Economic: Urban Environments

Topics

1. How do societies decide what is to be done and who is to do it?
2. How do societies decide who gets what?
3. How do market economies develop and function
4. How do democratic political systems develop and function?
5. How are decisions made in the command political economy?
6. How are decisions made in the mixed political economy of the present-day United States?
7. How can underdeveloped societies cope with the demand for rapid modernization?
8. How did the emergence of cities change the life of man?
9. How have cities varied in their functions and characteristics?
10. How has modern urbanization changed the life of man?
11. How can the quality of urban life be improved?

Grades 10-11: Man: Past and Present (Historical Integration)

Topics

1. How did the United States come to be the way it is, and how is it changing?
   - 1a. How did the social structure that the colonists brought from Europe change in the course of their life in America?
   - 1b. How did Americans develop a sense of nationality?
   - 1c. How did Americans develop a more democratic political system?
   - 1d. What impact has the introduction of enslaved Africans had on American life?
   - 1e. How have Americans adjusted to the diversity of peoples and cultures?
   - 1f. How has the United States responded to industrialization and large-scale business organization?
   - 1g. How have Americans been affected by their relations with the rest of the world?
   - 1h. Where is American society headed today?

2. How have national groupings and conflicts affected the life of man?
   - 2a. What makes a "State" a "State"?
   - 2b. Why have societies sought to impose their wills on other societies?
   - 2c. Why do military establishments so universally exist, and how do they affect the societies of which they are a part?
   - 2d. Can man's technological abilities for destruction be offset by his imigination and the desire to maintain the peace?

3. How has India maintained its cultural unity over such a long period and such a diversity of peoples?
   - 3a. How did the principal features of traditional Indian culture take shape and persist?
   - 3b. How has Hindu India interacted with its invaders?
   - 3c. How did traditional Indian culture affect the struggle for independence?
   - 3d. How are traditional and modern elements interacting in present-day India?

Alternate Topic 3. How did China develop mankind's most durable socio-political system, and why has it been replaced?

- 3a. How did the principal features of traditional Chinese culture take shape and persist?
- 3b. How has Confucian China interacted with its invaders?
- 3c. How did the Chinese establish their modern independent nationality?
- 3d. How are traditional and modern elements interacting in present-day China?

Alternate Topic 3. Why has Japan become Asia's only technologically advanced society?

Grade 12A: Man as a Decision-Maker: Social Policy in the United States

Topics

1. How do ordinary citizens influence the decisions that affect them?
2. How are ordinary citizens influenced in making and accepting policy decisions?
3. How are decision-makers influenced by persons with special statuses and by special interest groups?
4. What range of decisions is possible *within* organizations?
5. What is the effect on social policy decisions of relationships *between* organizations?

Grade 12B: Man, His Goals and Aspiration: Selected Studies

Illustrative Topics

1. Ethnic groups and social policy.
2. The Selective Service System.
3. Immigrant and Black experience in the United States
4. Islam, Buddhism, and Hinduism in comparative settings.
5. The influence of religion on art and architecture.
6. New African nations and World affairs.

IV IMPLEMENTATION AND EVALUATION OF THE FRAMEWORK

A. Materials and Environment for Learning

This social-sciences program, which does not observe the particular boundaries of the different disciplines, consists of a single interdisciplinary structure for the studies of man and society. The structure is built upon a selected set of modes of learning, processes of investigating, and an array of concepts and generalizations from all the social-science disciplines which seem most useful for developing social understanding in the classroom.

Before decisions are made about teaching strategies and criteria identified for learning materials, it is important to recognize several critical differences between the general process of discovery as practiced by scholars and the general process of inquiry as practiced by students in the classroom.

Scholarly discovery involves divergent as opposed to convergent thinking, especially in its early stages. By imagination, hunch, and intuition the scholar seeks to pose significant questions, to select relevant data, and to generate useful hypotheses. He has no guarantee that he will succeed in answering the questions he poses. No one screens his raw data to assure its relevance or adequacy to his problem. Nor can he be confident about completing his inquiry within any given time. Only gradually, as his hypotheses, equations, models, or artful narratives take shape and begin to be confirmed, do the convergent elements in his thinking begin to outweigh the divergent elements; and only when his conclusions have been finally confirmed does the interplay between divergent and convergent thinking end. The report of his findings tends to be convergent, eliminating much of the intuitive and divergent thinking that went into his actual research, especially that part of it which proved fruitless or irrelevant to his final conclusion.

Pure discovery of this kind would be wasteful and, indeed, impossible in the classroom. The simulated discovery that is classroom inquiry differs from scholarly discovery in two principal respects. First, the raw data or phenomena presented to the student are selected so that he will not become unduly confused or frustrated by dealing with too much that is irrelevant, and so that he will not have too much data to cope with in the time that is available for a particular unit of learning. Second, the student is led toward or provided with some of the basic concepts that scholars have developed, so that he does not have to start where men began thousands of years ago in their efforts to understand themselves. Thus classroom inquiry tends to be far more convergent than the scholarly discovery that it simulates.

This leaning toward convergent thinking must be guarded against in classroom inquiry. Students should be encouraged to be imaginative and to develop their ability to see things in as many ways as possible. Especially should they be encouraged to think divergently when they are still young enough to be uninhibited by the need for a specific product as a result of their inquiry. At no stage should their studies be thought of as the acquiring of generalizations about man or of a stock of "pat" solutions to past and present problems, with the idea that these will be applicable to problems of the future. For the curricular planner and teacher this need to encourage divergent thinking means constant effort to provide scope for generating varying questions, hypotheses, and conclusions.

Yet divergent thinking must come into contact with convergent thought if it is to have direction. Convergent thinking provides models against which the various products of divergent thinking can be measured. Even at an early age, therefore, the aim must be to keep alive the ability to see phenomena in the widest variety of ways, while at the same time developing recognition of the need to arrive at workable solutions to problems. Maintaining this delicate balance is perhaps the most difficult aspect of classroom inquiry.

If the student is to learn to function effectively on his own and in conjunction with others in a changing world, his classroom environment must present him with materials and situations that encourage him to develop the necessary concepts and thinking processes. His teacher must be firmly grounded in the studies of man in society and be skillful in developing appropriate strategies and methods for structuring effective learning situations. Techniques and instruments for perceptive evaluation of the learning that occurs must be available to the teacher so that less effective materials and strategies can be replaced by better ones.

A classroom environment must be created that relates learning to the life the child has lived, is living, and will live. Each child comes to the classroom with his own needs which grow out of his own experiences in a particular time, place and culture, ranging from rural to inner city. These needs and experiences must be used rather than submerged in a continuing process of learning that is relevant to them. This task demands a maximum of flexibility, not only in the immediate classroom environment, but also in the school and the educational system as a whole; it demands, moreover, that those processes of learning which occur naturally, which would occur whether there was formal schooling or not, be capitalized as fully as possible in classroom learning.

The materials necessary for this program are substantially different from most of the traditional textbooks, which usually rest on the assumption that the student's task is to learn preselected information and interpretations. The new learning materials, by contrast, will present carefully structured blocks of data, not to be memorized, but to be used.

Learning will take place through a variety of exercises in which the student applies the processes of inquiry to data in order to develop conceptual understandings for himself. This means that the new learning materials will deal more intensively with selected content samples and that a single volume for a year of study will ideally be replaced by separately bound units of materials of varying format and content. Other media for learning – films, filmstrips, transparencies, maps – will be used more extensively and be more closely articulated with the printed materials. Ideally, the single-textbook learning materials should give way to a system of learning materials which includes units for the student, for the teacher, and for the class as a whole. Such systems of instructional materials will not be developed to their full potential easily or quickly. The long-range task of putting such materials into California classrooms will require modifications in the textbook procurement policies of the state and of local school districts. Finally, the new materials can be successful only to the degree that California's teachers come to accept them, and at the same time to accept and practice effectively the somewhat different classroom methods that are essential to this new system of learning.

These considerations suggest that the development and introduction of new materials – and the implementation of the entire program – must be a gradual process, requiring some years. In the initial phases, a heavy responsibility will rest upon publishers to develop transitional materials, at appropriate grade levels, in the Curriculum Commission's adoption cycle for Grades K-8. Such materials should be designed primarily to facilitate the inquiry program but should meet the requirements of the state's textbook adoption system while being readily usable by teachers accustomed to the traditional kind of textbook. For Grades 9-12, where individual schools and districts make their own choices, it is hoped that publishers might develop in accord with this program a variety of instructional resources and systems of learning materials, ranging from the transitional to the more innovative types.

It is highly desirable to encourage projects that would develop and test materials in various school districts throughout the state. Such projects should involve both scholars from the relevant disciplines and teachers and curriculum specialists from the schools. The materials produced might then be available for use in developing second-generation materials for the state at large, as well as for use in the district or school immediately concerned in their original development.

Methods used in the classroom depend partly upon the nature of the materials and partly on what the teacher does with the materials. A range of instructional devices and inquiry centered situations in and out of the classroom should be sought by the teacher. This emphasis on inquiry will mean frequent resort to such strategies as questioning, discussing, problem-solving, gaming and simulating, and role-playing as well as demonstrating, narrating, reading, and lecturing. Learning situations designed to get maximum student inquiry need not exclude teacher direction. It is the teacher who must decide which is the most productive strategy for the unit of learning at hand and for the process of investigating to be emphasized. In fact, the teacher's expertise places him in the role of diagnostician and consultant for a system in which he is also a participant with special responsibilities.

B. Teacher Education

The essential factor in the educational process is, of course, the teacher. A teacher's effectiveness depends in part on his personal qualities and in part on his own education, both before and throughout his teaching career. If he is to develop students who are inquirers – if he is to create a classroom environment that encourages both divergent insights and the ability to use different modes of thinking – his own education should have developed in him these capacities and attitudes. If he is to help children master the social-science inquiry processes and concepts, he must have developed understanding and intellectual self-confidence through study across the range of social-science disciplines. If he is to help students gain perspective on the common and unique features of the American experience, he must have developed an understanding of cultures beyond the Western tradition.

These qualities are not likely to be produced simply by requiring prospective teachers to take one or more college courses in each of the social-science disciplines. The program needs teachers whose own education has been oriented toward inquiry, who have developed a unified approach to the study of man and society, and whose education in content has been closely enough related to their education in method that each reinforces the other. In most colleges today, the prospective teacher's education in method is divorced from the subject matter he will be teaching, while his education in subject matter is imparted with little or no attention to the use he will be putting it to. If this social-science program is to be fully effective, the interested parties, both within the colleges and outside the colleges, must be brought together to consider means for improving the pre-service education of prospective social-science teachers. It seems particularly important to seek ways of involving scholars from the social-science disciplines more directly in the education of prospective teachers.

In the shorter run the success of the program depends on a massive program of in-service education for teachers now in the classroom. The new learning materials for students will be one vehicle for orienting teachers to the new program, but they must be supplemented by special short courses, in-service programs conducted by schools and districts, and the established programs for in-service teacher education operated by the colleges and universities. It will be desirable to involve interested and qualified scholars from the social-science disciplines in these activities.

A final crucial factor: teachers need to create conditions which will facilitate intellectual growth. This inquiry-oriented curriculum probably cannot develop and thrive in the usual school setting of the teacher in the classroom isolated from fellow teachers. This isolation must be broken down through visitations among peers, the use of video tapes and cooperative projects. Conditions must be created which permit and require teachers to look at their own teaching and work with their peers to examine systematically the methods used.

C. An Implementation Model

A planned program of implementation is needed if the new program for social-science education is to be realized in the schools of California. No educational program, however thoughtfully and expertly conceived, is self-executing. The adoption of instructional materials related to criteria based on the framework does not insure the implementation of a framework. Nor is any newly conceived program nearly so effective as it will be after it is tried out in the classroom and modified in the light of classroom experience. The framework is likely to be an ineffective curriculum instrument unless it is conceived as the starting point for a continuing and systematic program of implementation and evaluation with regard to all the major factors that affect the total school environment for learning about man and society. While development, implementation, and evaluation are distinct phases in the life of a state framework, they are not mutually exclusive. Throughout the developmental phase of the framework, the question "Will this be feasible to implement?" must be kept in mind, and an evaluation design is an essential ingredient to both development and implementation operations.

New or revised educational agencies or structures will be required to facilitate innovation, development, implementation, evaluation and revision. The emphasis on processes of investigating and concepts drawn from the scholarly disciplines, for example, suggests a broadening collaboration between scholars and educators at every level in developing courses of study, units of instruction for the classroom teacher, and instructional materials, and in the in-service education of teachers. Such collaboration should continue in some statewide coordinating agency, which would serve to link the work being done at the local level throughout the state with the state's educational policy-making agencies – the Curriculum Commission, the State Board of Education and the Legislature. The Statewide Social Sciences Study Committee recommends that the State Board of Education not rest with the adoption of this framework for social science in the California schools. It is recommended that the Board create an implementation model that uses the framework as the starting point. The system envisioned would have these three components:

Component One: Social-Sciences Coordinating Commission – A statewide social-sciences commission or committee should be established and charged with leadership and coordination responsibilities to give support and direction to innovation, experimentation, development, implementation and evaluation. Some of the tasks this commission would perform are: (1) recommend periodic revisions of the framework; (2) assist the Curriculum Commission in preparing criteria for teacher and learner materials and to guide and coordinate the development of such materials throughout the state; (3) guide and coordinate the development and application of evaluative techniques and instruments; (4) recommend and coordinate a program of in-service education for teachers; (5) offer leadership and coordination in cooperative efforts to improve the pre-service education of teachers.

Component Two: Research-And-Development Centers for Curriculum -- Two research-and-development centers should be established, one in northern California and one in southern California, and charged with responsibilities to appraise innovations in social-science curriculum and to simulate the possible curriculum models which could be developed from the basic framework.These centers would scrutinize programs and new materials and would provide local school systems with information about them. There should be several independent laboratory schools established which would be committed to inquiry, innovation and research in social-science programs and projects. These laboratory schools would be established in concert with the research-and-development centers.

Component Three: Curriculum Centers and Demonstration Schools -- A series of curriculum centers and demonstration schools should be established throughout the state so as to be easily accessible to the largest number of schools and school districts. The activities of these centers would draw heavily on the library resources and scholarly personnel of the colleges and should be located on college and university campuses. The curriculum centers would bring scholars from the social sciences and education together along with the school personnel from nearby county offices and districts for projects in the areas of teaching units and material development, evaluation, pre-service and in-service education of teachers. Selected schools in the local districts would be the demonstration schools. Some regular support from the state budget would be necessary, but a considerable range of activity could be financed from federal grants, contracts with county offices and local school districts, and university and college research funds.

The statewide social-sciences commission would provide the leadership and coordination of the work of the research-and-development centers and the regional centers and demonstration schools. This commission would collect and disseminate the results of the findings. Particularly, the commission would serve as an agency for the coordination and communication among the centers on the one hand and the state's policy-making agencies for social-science education (the Curriculum Commission, the State Board of Education and the Legislature) on the other.

In summary, the major task of improving the social-science program as the Statewide Social Sciences Study Committee has come to understand it, is not just to update a framework. The task is to organize the state's remarkable resources of educational and scholarly expertise for continuing program of innovation, development, implementation, evaluation and continuous revision. Only through some systematic implementation model can Californians fully realize their opportunity to develop a soundly conceived, thoroughly developed and tested, and exciting program in the studies of man and society.

D. Evaluation

The implementation of a new program in the studies of man should itself be viewed as an investigation to validate the hypotheses upon which this social-sciences framework is based. Inquiry needs to be directed to such curriculum questions as: What are the most effective curricular models for inquiry processes, modes of thinking, and concepts? What are the most effective learning materials, strategies and methods for teachers to use in the classroom? Through a comprehensive program of evaluation, data about every aspect of the program's strengths and weaknesses should be collected, classified, and translated into hypotheses about revisions and improvements. Evaluation is a continuous process and should be made in terms of the goals of the program. Finally, it should include the steps and the procedures by which these goals are translated into clearly specified pupil-performances for each of the topics.

To collect valid data about the total program, effective evaluative instruments and techniques are needed at three levels: state, district and school, and individual teacher. The teacher, of course, must provide the basic evaluation by observing the effects of his teaching strategies on student achievement. Schools and districts must correlate the teachers' reports as they evaluate courses, teaching units, learning materials and instructional patterns, and locally-provided in-service education of teachers. The statewide system can then evaluate the effectiveness of the framework, the recommended learning materials, and the provisions for pre-service and in-service education of teachers.

An evaluation model must be planned and developed for the total social-sciences curriculum. In such a model, evaluation is conceived as a much broader undertaking than that of giving tests and grading students. It involves:

(1) clarification of objectives to the point of describing which behaviors represent achievement in a particular area;

(2) the development and use of a variety of ways for getting evidence on changes in students;

(3) appropriate ways of summarizing and interpreting that evidence;

(4) the use of information gained on the progress of students or the lack of it to improve curriculum, teaching, and guidance.[7]

It is not the purpose of the framework to provide a complete set of performance objectives for all the topics listed. Each district, as it develops courses of study and units of instruction, will need to specify the performance outcomes for students. Various agencies and test-developers and publishers may be asked to bid on projects for developing the necessary assessment instruments. There are illustrative examples of specific performance objectives for the topics included in the framework. Each performance objective should be accompanied by a suggested criterion-response for judging the adequacy of the student's response.

Assessment instruments currently available do not serve many of the goals which make up this program. For example, it is no easy task to design and apply tests of competence to assess the student's ability to use the three modes of thinking. Another difficult problem is the devising of techniques for assessing competence in the handling of value-laden issues, in the articulation and refinement of values, and in the application of values to policy problems. The importance and difficulty of assessing outcomes suggest the need for a sustained statewide effort to develop appropriate instruments and techniques and to make them available at every level of the instruction system.

[7]Hilda Taba, *Curriculum Development Theory and Practice* (New York: Harcourt, Brace & World, Inc., 1962), p. 313.

PART II

I INTRODUCTION

Part One states educational goals and objectives, defines terms, suggests an epistemology, and lays down the general philosophy and assumptions underlying the Framework. The material included in Part Two, which follows, provides illustrative programs by blocks of grades. Please note that the programs are illustrative rather than exhaustive; it is highly desirable that other topics be developed to implement the concepts, modes and processes.

A. Summary of Studies in the Three Modes

1. Analysis

Studies in the analysis mode proceed by systematic investigation of selected sets of events or settings. The inquirer makes specific observations, collects and classifies data or information, develops definitions for the constructed classes, and concludes with a check of the reliability of his classifications. Relationships among the defined classes and concepts are examined and contrasted. When the variable among them have been identified, the first step in the process of generalization is the generation of hypothesis, which is a statement or proposition about the possible relationships among variables. For example, two economic systems may be under study. Contrastive analysis reveals that System A differs from System B in two respects; (a) people in System B have more specialized economic roles, and (b) per capita production is greater in System B. The inquirer might generate the following hypothesis: "Division of labor results in greater productivity." The inquirer could not know how generally valid, or replicable, his hypothesis was until he had practiced the next step of testing his hypothesis. He would analyze a number of other economic systems, with attention to the critical variables of division of labor and productivity, to see whether his hypothesis was confirmed. In this process of testing he might modify his hypothesis as to the conditions under which it was more or less valid, depending on still other variables (for example, technology and transportation). If the results of testing were negative, he would have to generate a new hypothesis and start testing again. Once the inquirer develops a valid generalization, he should be called on to put the results of his inquiry to further use. For example, the generalization that division of labor results in greater productivity can be used to make inferences about economic growth in various industries or understanding economic growth in a particular country.

The inquirer in the analysis mode uses concepts which he constructs or contrives to guide his search for pertinent data. The goal is to develop intellectual skills in the use of concepts and analytic questions as tools of systematic investigation in the social sciences.

2. Integration

Studies in this mode of learning focus on the features or attributes of a single setting or a set of events. Constructed classes and understandings derived from analysis are used to provide a varied set of perspectives for comprehending and viewing the setting or social situation under study. A variety of additional concepts – some drawn from personal knowledge, some from the customary ways of thinking in one's own culture, and some from ways of thinking in the culture under study -- will be used. The inquirer seeks to bring to bear on a setting or event all the knowledge and insight that are required to reveal the setting as coherent in its totality and believable in the same way that the inquirer's own culture is believable to him. The integration of wholes and parts is achieved in cultural or historical terms or the two together. He then seeks to communicate to others a description of this reality which he has found or created. Understandings derived from these integrative studies are significant to the degree that they help to alter, enrich, and sharpen answers to the questions "Who am I? Who are we? Who are they?"

An application of these integrative investigations can be illustrated by a study of the American Revolution in the 18th Century. In a look at human behavior in the Revolutionary era as a whole, the inquirer will be particularly alert for those aspects of behavior that have significance for him in terms of his identity. This significance can be of various kinds. For an American inquirer, the movement toward independence and the political values and institutions that crystallized in the course of that movement will be significant for understanding nationality and political values and institutions in the inquirer's own culture, as they derive historically from the phenomena being studied. For inquirers of any nationality, the conflicts in allegiance that led some Americans to become Whigs and others to become Tories will be significant in providing a broader perspective for understanding those conflicts in allegiance that occur in his own life or culture.

Integrative investigation will be focused, therefore, on one or more of the aspects of significance in the Revolutionary era. But other significant aspects of life in this area must be related. For example, the inquirer might seek to show how the geographic environment, the economic circumstances, the class structure, and the values of American colonists fitted together in a coherent and believable cultural pattern and how each of these aspects of the culture contributed to the movement for independence. In communicating the results of his study, the inquirer would seek to recreate, through description and narration, enough of the diversity and coherence of the culture so that his audience could experience it vicariously.

Values enter significantly into this mode of investigation. The aspects of other cultures that seem most significant are often those that have value implications for our own culture. For example, by studying the Indian caste system and the relations among Europeans, American Indians, and Africans in early Virginia, the inquirer is able to sharpen his answers to the identity question in several different ways: (1) by understanding where his culture fails on the continuum of diverse patterns of group interaction known to human experience; (2) by understanding how the particular pattern of group innteraction in his own culture developed; (3) by becoming explicitly aware of his own values related to group interaction, and in the process refining them and making them more coherent with his total system of values. Values inhere in both the integrative and valuing modes.

3. *Valuing*

Studies in the valuing mode pertain to learning situations where understandings gained from analysis and integration are put to use to answer questions such as "what should I, or we, or they, do next?" Learning in this mode should develop the student's ability to act rationally and effectively to attain reasonable, mature, and therefore consciously chosen goals. In addition to the use of understandings gained from analysis and integration, the inquirer faced with the necessity of acting must consult his own values and in the process, perhaps clarify and modify these values. The goal is to develop intellectual skills to handle value questions or issues.

Rational decision-making in the valuing mode can be thought of as involving the following activities:

1. *Defining the problem.* The rationality of decision-making depends heavily on the clarity with which the problem is defined. Any definition of the problem must be provisional and subject to revision as the study moves on to the subsequent activities.

2. *Identifying relevant values and information.* Rational decisions involve making proper inferences from understandings gained from analysis and integration. The inquirer must identify which results are relevant to the problem at hand, which means that he must guard against overgeneralization or improper inference. Relevant values must be identified. First, the inquirer must identify the values that relate to the problem – and this may involve a redefinition of the problem. Second, he must then examine the relevant values as to their rationality and logical coherence with each other and with his value system as a whole. The rationality of values refers particularly to their origins, whether they have arisen from the blind acceptance of authority or from unconscious psychological needs (for example, the need to feel superior to other ethnic groups), as opposed to being developed autonomously and rationally. Only after the relevant values are identified, examined, and perhaps refined, is the inquirer prepared to resolve rationally the often difficult question of which value should have priority.

3. *Generating Trial Solutions.* Once the problem is clearly defined and the relevant values and information are clearly identified, the inquirer proceeds to generate trial solutions or to consider alternatives that are consistent with the relevant values and information.

4. *Testing Solutions in Terms of Projected Consequences.* At this juncture the inquirer utilizes the relevant information as he tries to project the consequences of one or more trial solutions, tracing the more remote and indirect consequences as far as they seem predictable. Often this projection of consequences will raise new considerations of values and create the need for additional information.

5. *Deciding.* The final activity in valuing is to decide. A rational decision is one for which the projected consequences, as judged by the relevant information, are most consistent with the relevant values. The decision may take several forms: (a) to act in a certain way; (b) not to act at all; or (c) to decide on a preference that may be acted upon in the future.

B. THE MODES OF LEARNING AND PROCESSES OF INVESTIGATION: A SUMMARY LISTING

Analysis

1. Observation: selective
   - 1a. Objects/behavioral patterns
   - 1b. Direct/mediated
   - 1c. Measurement: Number/extension/ duration; relative/absolute
2. Classification: constructed classes
   - 2a. By physical properties/patterns of behavior
3. Definition: behavioral
4. Contrast
   - 4a. Identities and differences of observed phenomena
5. Generalization
   - 5a. Interpretation of data
   - 5b. Generating hypotheses
   - 5c. Testing hypotheses
   - 5d. Using models
   - 5e. Making predictions
6. Inference
7. Communication
   - 7a. Using appropriate language
   - 7b. Translating from one language to another

Integration

1. Observation: comprehensive
   - 1a. Objects/behavioral patterns
   - 1b. Direct/mediated
   - 1c. Measurement: number/extension/ duration; relative/absolute
2. Classification: observed classes
   - 2a. By physical properties/patterns of behavior
3. Definition: refined
4. Comparison
   - 4a. Similarities and differences of observed phenomena
   - 4b. With one's own experience
5. Cultural & Historical Integration
   - 5a. Interpretation of data
6. Inference
7. Communication
   - 7a. Using appropriate language
   - 7b. Translating from one language to another

Valuing

1. Defining the problem
2. Identifying, examining and refining relevant values and information.
3. Generating trial solutions
4. Testing solutions
5. Deciding
6. Communication

II PROGRAM BY BLOCKS OF GRADES

Grades K-2: Mankind: Man's Distinctive Characteristics

Inquiry, in these early primary grades, exists on two levels. On the overt level the child is asked, throughout Grades K-2, to observe, to classify, to communicate. Inquiry is mainly directed to classification and to the purposeful observation required by classification.

At the same time a kind of covert inquiry is going on. If one looks to the child's intellectual capacities at these ages and to his pressing "needs" for certain kinds of understanding, one becomes aware of the importance of the comparison that the child inevitably makes between what is being studied and his own experiences. The child's comparisons remain and should remain largely implicit, private to each child except as he at his initiative makes them public to his fellows and his teacher in the classroom. The child also uses the valuing mode as attention is given to problems and issues that arise in classroom activities and units of study. For example, the making and carrying out of rules in the school and neighborhood offer opportunities for the consideration of values, alternatives, and consequences of alternatives.

The intention is to provide occasions for children to inquire in ways they can manage at these ages, and to bring them to some measure of self-awareness of themselves as inquirers. At the same time the child should gain sharper recognition of himself as human, as one (cultural) kind of human, and as a son, boy, brother, friend, student.

The instructional objective is to provide fundamental knowledge about the nature of man. Such knowledge will serve as a foundation for later study while at the same time serving the child's needs for self-recognition in such crucial areas as roles, rules, and communication.

By the end of the K-2 sequence the child should recognize the man-made nature of rules, recognize thereby the modifiability of rules, recognize conversely the utility of rules, and come to see himself as participant in and partially creator of several systems of interaction, including most critically the classroom itself. Social-sciences education bears a special responsibility for bringing to the student some awareness of himself as an effective participant in the system of human interaction that is the classroom, and to prepare him for effective participation in the rule-making such a system requires. Without this, serious classroom inquiry in the natural sciences, in the humanities, and in the studies of man is at best difficult.

The settings for these early studies are the child's family, neighborhood, classroom – not total communities – and the equivalents of these social units drawn from smaller and "simpler" societies, tribal and peasant – not from complex urban societies. Animal groups are also studied. These settings are introduced, not for their own sake, but as especially powerful stimuli to evoke in the child a comparison with his own experience.

The children in the classrooms come from culturally diverse backgrounds. If a classroom contains children from two different cultural backgrounds, they may probably adjust more easily and comfortably to the fact of cultural differences through the study of a "third culture" with which none of the children in the classroom is likely to be directly identified. Therefore, the culturally different human groups selected for study, especially in these early years, may be "third culture," in this sense.

In adult form, the knowledge to be yielded by these studies takes the form of verbal answers to the following questions: How is man unique among forms of life (e.g., written language and culture)? How is man like some other forms of life (e.g., mammals)? How is any man like all other men? How is any man like some other men? How is any man like no other man? How are animals affected by their natural environs? How are men affected?

Adults and older children can come, through study, to accurate verbal answers to these questions. In these early grades, however, successful learning outcomes are not be be measured solely by a child's facility with adult like, verbal answers to the questions raised in these grades. Responses and new ideas may take many forms.

The studies for the K-2 block of grades are divided into five Topics. This does not imply that the Topics should be presented in strict sequence through the three years. Instead any or all of them can be initiated in Kindergarten, with subsequent units of each kind reintroduced in Grades 1 and 2 with some increase in complexity. Cautious shifts in the sequence of conceptual focus are possible, but a sequence of inquiry processes from the simplest to the more complex should be maintained.

MODES AND PROCESSES	CONCEPTS
Analysis	Human or man or mankind; reptiles;
Observation: selective	mammals; etc.
Objects (and behavioral patterns)	(Infant dependency)
Direct (and mediated)	Needs, wants, customs
*Classification: constructed classes by	Aesthetic, spiritual
By physical properties	Work, play
By characteristics of behavior	Learning
Integration	
(Comparison: with one's own experience)	

SETTINGS THAT MEET THE CRITERIA
See examples in the discussion.

Processes of Investigation

The important inquiry objective of this first Topic is development of the interrelated processes of *observation* and *classification* in the analytic mode. Emphasis is on the direct observation of organisms seen as objects. Such observation is central to the purpose of classification, using constructed classes based on the physical properties of the observed organisms. Observation is thus selective and attentive to those physical properties by which organisms are assigned to one or another class (for example, reptiles). There is also some mediated observation (for example: silent films, pictures, or stories) of culturally different groups and some classification based on patterns of behavior (for example, infant dependency). Finally, a *comparison* between observed phenomena and the child's own experience is inevitable and highly desirable, though it should remain implicit at this juncture.

Concepts

Social understanding may begin with an understanding of the qualities that distinguish man from other forms of life and therefore make him human. The starting point should be man's biological constitution, which furnishes the basis for his social, intellectual, and moral behavior. Thus the focus here is on the concept *man* or *mankind*. Other concepts (such as *reptiles, mammals*) are introduced only because the concept *man* and *human dignity* are better understood in a comparative context.

One characteristic that distinguishes man from other forms of life, prolonged infant-dependency, particularly needs attention at this point. Children should gain some understanding that man's prolonged period of learning is essential to his uniquely human capacities. Furthermore, attention to this characteristic of mankind is especially important in enabling the young child to relate what he is learning about man to his own experience and to the learning in other Topics about rules, roles, and communication. It is not expected, however, that children at this level will verbalize the concept of infant dependency.

Suggested Settings

The objectives of the Topic suggest that the settings should meet the following criteria:

(1) They should include both human and several quite dissimilar nonhuman forms of life (for example, reptiles and mammals).

(2) They should include several different groups of humans, at least one group being as dissimilar as possible from the child's own (for example, a community in one of the following settings: Ghana, Greece, Pacific island, Asia, eastern Woodland Indians).

(3) They should be as directly observable as possible; for example: live reptiles, insects, fish, or mammals in the classroom; the members of the class themselves as one group of humans. Films of selected groups of people or animals – with natural sound or with the sound track turned off – may be used.

Performance Objectives — Illustrative Examples

The major objective of this Topic (or strand extending through Grades K, 1, and 2) is for children to begin to think about the qualities that distinguish man from other forms of life and therefore make him human. Students should be able to:

- Verbally classify animals found around the school or in the immediate environment in the following categories: animals that fly, walk, crawl and swim. Other categories might be animals that are furred, feathered and scaled.

Identify and classify verbally or through the use of pictures animals observed directly or from pictures in more "scientific" categories such as insects, mammals, reptiles, and amphibians.

Identify verbally the observable physical characteristics of the classification *human*.

Represent by use of charts, markers on string, or other pictorial devices, the life cycle of man and at least three other animal forms of life.

Contrast verbally the period of infant dependency between man and at least one member from each of the following classifications: insects, mammals other than man, and reptiles.

List verbally at least three ways in which man's prolonged period of infant dependency contributes to his uniquely human capacities. Include such significant aspects as rules, roles, and communication.

Summarize verbally or with pictorial representations at least three ways in which man differs from other forms of animal life.

TOPIC 2: HOW DO MEN AND ANIMALS ADAPT TO AND CHANGE THE LAND THEY LIVE ON?

MODES AND PROCESSES	CONCEPTS
Analysis	Land forms and water bodies (selected):
Observation: selective	hills, plateaus, mountains, rivers,
Objects	lakes, oceans
Direct and mediated	Climate
Measurement: relative extension	(Space and time)
and duration	(Topography)
*Classification: constructed classes	(Erosion and deposition)
by physical properties	(Adaptation and ecology)
Communication	Environment
	(Conservation)
Integration	
(Comparison: with one's own experience)	

SETTINGS THAT MEET THE CRITERIA
See examples in the discussion that follows

Process of Investigation

Again, the emphasis is on *observation* and *classification.* Observation continues to be focused on physical objects, but the children now become more aware of the difference between *direct* and *mediated* observation (as, for example, between the direct inspection of adjacent landforms and the inspection of erosion models and aerial photos in the classroom). *Measurement* enters as a new kind of observation, being confined at this stage to the recognition of relative distance. Classification into constructed classes becomes more explicit, because the children are themselves asked to construct the classes and to sort phenomena which form a continuum into those more or less arbitrarily constructed classes (for example, hill-mountain, lake-ocean). The constructed classes should, moreover, be named by the child and attention drawn to naming as such, so that the importance of communication becomes explicit. Comparison with one's own experience, in the integrative mode, continues to be inevitable and desirable.

Concepts

The conceptual content of this Topic is partly explicit and partly implicit. Explicitly the children are to develop the basic conceptual tools for thinking about man's physical environment, mainly the concepts classifying landforms, water bodies, and climatic features. They should also come to recognize that the physical environment changes, either through processes like erosion and deposition that are constantly going on, or through great events of geological history, such as the advance and retreat of the polar ice cap.

On a more implicit level the learning experiences in this Topic should cause children to perceive the important relationship between life and its physical environment. They will have opportunities to have experiences which will help them develop concepts of conservation. Specifically they should come to see: (1) that changes in a physical environment have profound effects on the life in that environment (for example, the extinction of the dinosaurs); (2) that most forms of animal life are restricted to a particular kind of physical environment; (3) that man is able to live almost anywhere in the world; and (4) that men live differently in different kinds of physical environments.

Suggested Settings

Several classes of phenomena should be studied if the objectives of this Topic are to be met:

(1) Landforms and water bodies including simulated landforms (for example, an erosion model) and aerial photos.

(2) The physical features and structure of their immediate community.

(3) One or more human communities in radically different environments (for example: Eskimos, Bedouins, or a group in a tropical environment).

(4) Selected animal groups, including prehistoric animals that became extinct because of environmental changes.

Performance Objectives — Illustrative Examples

During the years K-2 children should come to understand major geographic features, something of how animals adapt to differing natural environments, and something of how human adaptation differs from animal adaptation. Specifically, children should be able to:

Identify verbally, from the immediate environment and from photographs, pictures, maps or simulated landform models, such topographical features as plains, hills, plateaus, valleys, mountains, rivers, lakes and oceans.

Demonstrate the process of erosion by constructing a simulated land form; include and describe the erosion agent (running water, wind).

Draw pictures or make models of several forms of animal life appropriate to the local area. The pictures or models must include a description of the natural life setting for the particular animal.

Contrast verbally some of the physical characteristics that make it possible for polar bears to live in the Arctic and camels to live in the desert.

Identify orally some of the things man does to enable him to live both in the Arctic and in the desert.

Verbally summarize some of the adaptive characteristics which enable man to live almost anywhere he chooses.

Given pictures, photographs or descriptions of men, state the climatic and geographic region appropriate for each group and locate an appropriate place or region on a map or globe for each group.

TOPIC 3: HOW DO MEN AND ANIMALS COMMUNICATE?

MODES AND PROCESSES	CONCEPTS
Analysis	Name (Use of symbols)
Observation: selective	Gesture
Behavorial patterns	Language (written language)
Direct and mediated	(Communicate)
Classification: constructed classes	Urge to explain
. By patterns of behavior	
*Communication	
Integration	
(Comparison: with one's own experience)	Learning, man's ability to communicate

SETTINGS THAT MEET THE CRITERIA
See examples in the discussion that follows

Processes of Investigation

Observation remains selective, in the analytic mode, but the focus shifts from physical objects to behavior patterns: direct (behavior patterns of children and animals in the classroom) and mediated (films, tapes, and photos of other human and animal groups). Observation is to the purpose of classifying behavior into constructed classes, these formed by attention to selected patterns of behavior (specifically communication behavior; for example, vocal as against gestural, or naming as against nonhuman vocal utterance). *Communication* here enters in two ways: as phenomena to be observed, and as a process to be used. The latter, that is, the naming of observed classes, is the point of major attention. The child is asked to communicate about communication, and to recognize something of the powers inherent in naming classes of things. Implicit comparison with one's own experience, in the integrative mode, continues to be inevitable and desirable. *Valuing* is used in the context of *communication* as noted below.

Concepts

The main objective is to convey the idea of *communication*, particularly the idea of human communication through words, most particularly through the naming of classes of things. Specifically, the children should begin to develop the following conceptual understandings: (1) that communication in one form or another exists through a wide array of forms of life, in forms both gestural and vocal; (2) that human communication has the unique and crucially powerful feature of using names; (3) that naming provides the basis for human language, both spoken and written; and (4) that different groups of humans have developed different languages. As these conceptual understandings are approached, they should stimulate in the child reflection on the nature and value of the world of books and of demands for mastering communication skills (reading and writing) that now surround him.

Suggested Settings

Possible settings include the membership of the class itself, with comparative reference to animal groups and dissimilar human groups. Selected animals should include some that can be observed directly in the classroom (for example: cats, rats, ants). Different human groups must necessarily be observed through films, tapes, and photos, except insofar as the children may interview people speaking other languages than English. These groups should be selected in terms of their distinctive patterns of communication behavior (for example: the gestures, symbols, and sign language of the Plains Indians, or the ceremonial gestures and ideographic writing of the Japanese).

Performance Objectives – Illustrative Examples

To develop and demonstrate an understanding of communication, gestural and vocal, nonverbal and verbal, children should be able to:

Given several species of animals, identify and classify the system of communication – either gestural, vocal, or both – that each group of animals uses.

Verbally identify or role-play the differences that exist between man's system of communication and the system of communication used by several other animal groups.

Given two or more specific groups of people to study identify the similarities and differences that exist in their language systems.

Distinguish both verbally and by role play the differences and similarities between verbal communication (human) and nonverbal communication (human and animal).

MODES AND PROCESSES	CONCEPTS
Analysis	Rules (roles)
Observation: selective	Family, community (social group)
Objects and behavioral patterns	Needs (material wants, scarcity)
Direct and mediated	(Age and sex statuses, infant dependency)
Classification: constructed classes	(Division of labor, and of authority, by age and sex statuses)
By physical properties	Customs
By patterns of behavior	Work, play
Integration	(Need for rules)
Comparison	
*Similarities of observed events	
With one's own experience	
Valuing	

SETTINGS THAT MEET THE CRITERIA
See examples in the discussion that follows.

Processes of Investigation

Observation and *classification* in the analytic mode are continued, but the operations now become more complex. The child is asked first to observe objects (organisms) according to selected physical properties (age and sex), and is further asked to classify by age and sex. Then he is asked to observe again, now shifting attention to behavior patterns (roles) and classifying according to these selected patterns of behavior. In the integrative mode the child should compare and contrast the observed events (role, differentiations by age and sex among animal and human groups). At the same time the learner continues comparison with his own experience. While these processes of comparison now become somewhat explicit, the results of the comparisons often will and frequently should remain private to the child. *Valuing* is used as attention is given to the need for rules and the making and changing of rules.

Concepts

The main objective is to convey the idea of *role* (seen concretely by young children in school as an array of new "rules" or expectations). Children should come to recognize that roles are named classes and that each child participates in many different roles, classes. The stimuli to evoke in children such thinking are comparisons. By observing the organization of various animal and unfamiliar human groups (in comparison with the child's own), the child should begin to develop the following conceptual understandings: (1) that social groups (families, communities) organize themselves for meeting the needs (material wants in a context of scarcity) of their members; (2) that this organization (division of labor) assigns different functions (roles, expectations) to different members of the group; (3) that age, sex, and varying patterns of infant dependency are basic factors in the assignment of roles; (4) that rules are the concrete expression of the roles (expectations) assigned by the division of labor; and (5) that members of the group also have different roles in the development of rules for work and play (division of authority). During these years each child should grow from the sense that rules are mysteriously "out-of-the-blue" to the more accurate sense of rules as man-made, alterable tools or means for enabling groups-at-work to meet their needs and accomplish their purposes. The main question throughout is: How do they (and we) organize themselves (ourselves) to get what they (we) need and what they (we) want?

Suggested Settings

The settings continue to be threefold: members of the class, selected animal groups, and unfamiliar human groups. The classroom, family, playground peer group, and immediate community provide one group of settings. Animal groups are to be selected that show contrasts in characteristics and roles and at least some of them should be directly observable at home or in the classroom (for example: bees or ants, fish, local birds). Culturally different human groups (observed through films, pictures, stories and other media) should be chosen so as to exhibit similarities and differences with the child's own group in terms of the division of labor and authority in the settings with which the child is most concerned, that is, the family, the immediate neighborhood, and the cross-cultural equivalent of the school.

Performance Objectives — Illustrative Examples

To develop an understanding of roles and rules, children should be able to:

Identify, in looking at different groups of animals (for example, local birds, ants), the different things that different members of a groups do (roles).

Distinguish the groups as to length of infant dependency and as to the degree to which different members do different things (degree of social organization).

Identify and classify the different things that different members of selected cultures do.

Given a selected groups of people to study, propose reasons why different people do different things.

Identify and describe community needs, some of the roles in relation to the community's needs, and some of the rules of the community.

Compare the classroom with its equivalent in the cultures studied, listing the needs that are being met by the classroom as a group, the roles in the classroom, and the rules that are needed.

Identify values that lie behind rules related to safety, health and fairplay in the school and neighborhood.

MODES AND PROCESSES	CONCEPTS
Integration	Space, distance; time
Observation: comprehensive	All the previously developed concepts
Behavioral patterns	Tools (technology)
Mediated	
Measurement: (relative distance and time)	(Individual similarities and differences, individual contributions, ethnic differences, ethnic group contributions)
*Comparison	
Similarities of observed events	
With one's own experience	
Valuing	
SETTINGS THAT MEET THE CRITERIA See examples in the discussion that follows.	

Processes of Investigation

In the integrative mode, emphasis on *comparison* will illuminate the similarities and differences among observed human groups, and between those groups and the child's own experience. *Observation,* which has previously been selective (directed toward selected objects), now becomes more comprehensive, especially regarding relative distance and time. Some *valuing* is included in considering individual differences and individual contributions.

Concepts

The main objective is to provide an intuitive grasp of the long reaches of time and space and the wide diversity of humankind. Attention is also give to individual differences within cultures through consideration of outstanding individuals ("great men and women"). The previously developed concepts, especially those centering around *role,* are used in defining similarities and differences among groups, while one new concept, *tools* (technology), is introduced as being especially useful for this purpose. Children should come to see a relationship between tools and the difference between animal and human adaptation, the latter involving organization, job specialization, and technological progress.

Suggested Settings

In this Topic children should look at an array of human groups that meet the following criteria:

(1) They should range widely over time, from earliest man to the present, and widely over different parts of the world, and should represent tribal, peasant, and urban societies.

(2) They should afford myths, stories, folk songs, and art forms that are intrinsically interesting and enjoyable to young children.

(3) They should exemplify contrasting technologies and organizations of roles, while affording interesting tools (from hand adzes to factories and perhaps computers, "male" versus "female" tools), toys ("boy" versus "girl" toys), and games ("boy" versus "girl" games) for elaborating these similarities and differences.

(4) They should include the role and contributions of individuals in the child's community and in others. Contributions of members of ethnic groups should be included.

Performance Objectives — Illustrative Examples

In this study of the range of human cultures over time and space, children should be able to:

Given stories or myths from a particular culture under study, identify verbally the roles and contributions made by the key figure or figures from each story or myth.

Given actual samples, pictures or simulations of art forms from the cultures under study, identify verbally which form belongs to each particular culture. Create or draw at least one sample of appropriate art form for each of the cultures studied.

Given a list of tools from each of the cultures under study, appropriately match each tool with the culture from which it came.

Given lists of tools, toys and games, classify each of these into the categories of "male" or "female" and "boy" or "girl" tool, toy or game.

Given the myths, stories, proverbs, riddles and music of a particular group of people, identify several values which these aspects of the culture reveal.

All the inquiry processes introduced and used in the preceding grades are continued. These processes are used and further developed in settings more complex in three respects: (1) The child is asked to keep whole communities (not just families and classroom and neighborhoods) in mind; (2) he is asked to hold in mind complex communities (not just tribal or peasant communities); and (3) he is frequently asked to look simultaneously at several communities (not just one or two plus his own). Conversely, in these grades, the fundamental questions raised about all humans in Grades K-2 give way to more narrowed focuses on economic and cultural realms in specified places and times.

Contrast and *generalizaiton* are singled out for emphasis, and *definition* is treated explicitly. For example, in observing the behavior of a group, one cannot see a "role" but one can see certain selected regularities of human behavior that can be classified and defined as *role.* The definition of *role* in terms of observable behaviors enables one to determine whether or not a "role" is present. Independent observers using the same behavioral definition should agree as to whether or not *role* is present in any given set of behaviors they observe. Classifications or concepts must be defined with sufficient precision in terms of the behaviors involved so that they are replicable, that is, capable of being applied to the same phenomena by independent observers to get identical results, and thus capable of retaining the same meaning when applied to very different situations. This replicability of classifications and concepts is the very essence of analytic thinking about society; without it contrast of behavior and generalization would be impossible. Actually, *definition* has been used to a limited degree in earlier grades; it is brought to a higher level of development in these grades because of the difficulty younger children have in communicating observed behavior precisely. Even so, some further exercise in *definition* will be required in the succeeding block of grades before many children will be able to establish firm control over the process.

Sufficient understanding of the importance of behavioral definitions should be established so that the related processes of *observation, classification, contrast,* and *generalization* can be used effectively. In these grades *generalization* means primarily generating rather than refined testing of hypotheses.

Integration, which has figured only briefly heretofore, gets much more attention in this block. This shift in emphasis is intended to get the child not only to recognize the various classifications of behavior within different cultures but also to see the mutual relationships between the various parts of a culture. Further, the purpose is to develop knowledge of particular time and place settings that the child in succeeding years will build into an understanding of historical relationships. At this point, *historical integration* will not be explicitly emphasized, but the child should begin to develop a sense of relative duration and, of the historical links between past and present.

In the first part of these studies, the concepts are used to focus on selected aspects of culture and human adaptation. The earlier emphasis on fundamental human questions is maintained while moving from simpler to more complex social settings, and economic institutions that enable the child to recognize the modern, urban environment.

The concepts in the first Topic include *biological* and *cultural adaptation* and are used to contrast man's flexibility in adaptation to that of animals. The importance of culture in man's ability to adapt to a wide range of environments is highlighted. This is followed by the study of different ways of living in the same or similar environments. The importance of the culture of selected groups is emphasized as different cultural adaptations are studied in the same or similar environments.

Cultural adaptation in its most complex form is studied in the next two Topics, which deal with urbanization. The first is a study of how urbanization has altered man's relation to the natural environment. In this Topic man's capacity for cultural adaptation is examined in light of economic activities, the rural-urban shift and the urban functions in California settings. The second Topic on urbanization is focused on ways in which needs and problems are being met in urban centers at home and in other parts of the world. Both the special characteristics of selected cities and the common urban needs and problems are considered. These two Topics are designed to enable children to come to grips with conditions of urban life that are meaningful and real to them, and to see the urban environments as an extension of man's capacity for cultural adaptation.

The goal of the fifth Topic is to bring together key elements of the concept of culture: tool use, language, social organization, and the urge to explain. This concept of culture is essential to an understanding of man's humanity (including his moral and spiritual nature) and the oneness of mankind, and an understanding of human society in all its aspects. Again, as in the earlier grades, the easiest way for children to grasp the essential elements of culture is by inquiring into the similarities and differences between man and the animals with respect to the basic components of culture. Therefore, animal behavior is studied, not

for the sake of animal behavior itself, but for the understanding of man's unique capacity for culture. There are real possibilities here for mutual reinforcement between the studies of man and studies in the natural sciences.

The choice of groups and communities in California as settings for some of the Topics in this block of learning is suggested by several considerations. The child's immediate environment in California can be made more "real" to him than an environment he can know only through media; and the difficult feat of imagining what it was like under different circumstances should be easier. California exhibits a striking diversity of environments and a striking pattern of different adaptations by different groups of men. Artifacts survive in most parts of the state which should help to make these adaptations more believable and understandable. Moreover, the child should be able to study his own urban social environment more effectively in terms of cultural adaptations and change if the earlier human adaptations have been studied in the same settings.

The choice of some settings in other parts of the world is suggested to give a deeper understanding of the phenomenon of urbanization. Comparisons between cities in California and elsewhere should enable students to discover that urbanization is occurring throughout the world and that a variety of steps may be taken to deal with urban needs and problems.

A certain degree of flexibility is possible among the Topics. For example, Topic 2 might precede Topic 1. Or the Topics dealing with urbanization might be studied first, followed by the other Topics. If the order of the Topics is changed, appropriate changes should be made in the sequence of inquiry processes and the sequential development of concepts.

TOPIC 1: WHAT IS THE RELATIONSHIP BETWEEN THE NATURAL ENVIRONMENT AND ANIMALS ON THE ONE HAND AND MAN ON THE OTHER?

MODES AND PROCESSES	CONCEPTS
Analysis	Natural environment
Observation: selective	Scale (i.e., maps)
Objects and behavioral patterns	Biological adaptation
Direct and mediated	Adaptive niche
Measurement: absolute extension	Adaptive characteristics
*Classification: constructed classes	Cultural adaptation
By physical properties	Technology
By patterns of behavior	Division of labor
Definition (behavioral)	Social organization and role
*Contrast	Culture
(Generalization)	Human communities: tribal
Communication	
Integration	
(Comparison: with one's own experience)	

SETTINGS THAT MEET THE CRITERIA
See examples in the discussion that follows.

Processes of Investigation

Besides *observation* and *classification, contrast* is emphasized. This involves arranging the data from selective observation and classification so that among the phenomena being analyzed (species-and-environments and communities-and-environments) some factors are identical while other factors vary. The objective is to observe and classify so that the critical variables can be identified and isolated as precisely as possible. The measure of extension (space) is also stressed. This presents new problems of communication, that is, the preparation and reading, in real-scale terms, of maps. Comparison with the child's own experience is inevitably present and desirable.

Concepts

The main objective is to compare the relationship between the natural environment and animals on the one hand and man on the other. The concept of *biological adaptation* is developed by examining the environmental limitations on the distribution of animals in space and through geological time. Systematic investigation into the greater adaptability of man calls for the use of the concept of *cultural adaptation* and a cluster of related concepts such as *technology*, *division of labor*, and *social organization* and *role*. This learning extends the concept of culture and prepares learners for subsequent Topics. Students should be aware that human adaptation is being studied in terms of the "simplest" form of human social organization, and the concept of a tribal society (a preliterate community, typically under 1500 in number, which is not part of a wider, city-centered political and economic system) should be explicitly developed.

Suggested Settings

The settings should serve two instructional purposes. First several animal species and their environments should be selected that illustrate the adaptation of the organism to the environment and the consequent environmental limit on the range of the organism. One or more species that became extinct through failure to adapt to environmental change should be included. Films, photos, and other media can be used to show adaptive characteristics, such as protective coloration. Every effort should be made to locally observable adaptations, such as the distributions of pigeons or ant hills with consideration of man-made factors affecting their distributions. Finally, some species should be selected on which experimental variations of environment can be effected in the classroom (for example, variation of temperature for reptiles).

The second group of settings is several Indian communities in different environments in pre-Spanish California. Again the particular selections are to be in terms of adaptation, not varying cultural adaptations. Three considerations suggest the choice of California settings: (a) the accessibility of environment and artifacts to the learners; (b) the study of successive adaptations in a single natural environment, particularly the same environment to which the learner's own culture is still another adaptation; and (c) the building of knowledge for historical integration. The close examination of tribal communities in California, should be supplemented with a brief look at two or three tribal communities in widely varying environments. This should remind students that what is being studied in California represents a universal aspect of human life, while at the same time reinforcing their conceptual grasp of the tribal form of human social organization as a general phenomenon. Groups in different environments could include the Eskimos and the Maoris.

The main objective of this study is to compare relationships between the natural environment and animals and the natural environment and men. Children should be able to:

Given a list or pictures (or both) of selected animals, describe verbally the type of environment in which each of these animals may be found naturally.

Given a list or pictures (or both) of selected classes of animals, organize and categorize them on the basis of common adaptive characteristics.

Given a written description of a specific environment, accurately list the animals that would be natural to that environment.

Given a list or pictures (or both) of selected animals, locate accurately on a world map or globe, at least one natural habitat of each of the animals.

Given the descriptions of the life of two or more tribal groups, contrast their different ways of life with respect to the influences of their respective environmental conditions.

Given two or more cultural groups to study, classify the behaviors and cultural adaptations in categories such as communication, technology, religion and social organization.

Given a specific tribal culture to study, analyze the differences and similarities between that culture and your local community with respect to the division of labor, rule making, communication, technology and social organization.

TOPIC 2: HOW HAVE DIFFERENT GROUPS OF MEN DEVELOPED DIFFERENT WAYS OF LIVING IN THE SAME OR SIMILAR ENVIRONMENT?

MODES AND PROCESSES	CONCEPTS
Analysis Observation: selective Objects and behavioral patterns Direct and mediated Measurement: absolute extension and relative duration *Classification: constructed classes By patterns of behavior Definition (behavioral) *Contrast Generalization Generating hypotheses (Testing hypotheses) Communication *Integration* (Comparison: with one's own experience) Cultural Integration (Historical integration)	Natural environment, natural resources (conservation) Communities: tribal, peasant-urban, and rural urban Cultural adaptation Technology Division of labor, occupational specialization, social organization Culture (include values) Spatial distribution and association
SETTINGS THAT MEET THE CRITERIA See examples in the discussion that follows.	

Processes of Investigation

A number of human communities are now looked at simultaneously, with focus on *contrast.* This means that *observation* must be selective with a view to classification in terms of characteristics (especially patterns of behavior) that can then be analyzed as to identities and contrasts (identities, for example, in environmental settings, including natural resources, and contrasts in technology, social organization, division of labor, and other aspects of culture). It should be noted that the process of *definition* is required for these operations. Once critical contrasts have been identified through analysis, students should explicitly use the process of *generalization.* Students should be encouraged to propose as many hypotheses as possible (in this case, hypotheses explaining the different adaptations to the same environment). The generation of hypotheses creates, in turn, a new demand on *communication,* the phrasing of hypotheses in testable form.

As particular and more complex human communities are studied, students should become increasingly aware of the integrative mode as an alternative way of thinking about social phenomena: students should study the cultures in this Topic as totalities and, through *cultural integration,* look for simple relations between different elements of a particular culture (for example, the relationships between technology, division of labor, and social organization generally). Learners will also begin to understand, tacitly, something about *historical integration,* as they discover that the cultures studied have a time relationship to each other and to the present. Comparison with the learner's own experience will continue.

Concepts

The main objective is to examine flexibility of human adaptation due to the peculiarly human capacity for culture. The concept *culture* is extended to focus on cultural adaptation, especially the economic features of technology and division of labor. In the course of looking at the cultures that have successively occupied the California environment, the typology of tribal, peasant, and rural-urban communities is developed. Particular attention is given to the relationship between the Spanish-American and Anglo-American cultures on the one hand and on the other hand the urban centers to which they were responsible and from which they drew support, knowledge, and technology. Inquiry into the adaptive characteristics of the cultures should be broad enough to enable students to speculate about cultural values.

Suggested Settings

The settings continue to be in California. The Indian communities studied in Topic 1 are used to make comparisons with a Spanish-American mission-ranchero community and the early Anglo-American agricultural and mining communities. The general character and distribution of Spanish-American communities in early California should be established, but the focus should be on intensive analysis of a single mission and the neighboring ranchero area. In many cases a mission can be selected whose site is close enough to the class to be visited. Because urban development is treated separately in Topic 3, the early Anglo-American community may be studied in its nonurban aspects, for example, the agricultural settlements of the Central Valley and the mining camps of the Mother Lode country.

In the course of studying varying human adaptations to the California environment, students should develop the ability to:

In writing, list at least two parallel activities conducted by the California Indian, Spanish-American, and Anglo-American for each of the following categories: getting food; providing clothing and shelter; engaging in games or other pleasurable activities.

In writing, contrast at least three different aspects of the technologies of the California Indians, the Spanish-Americans, and the Anglo-Americans.

Identify and describe in writing the hierarchy of leadership roles as practiced by the communities of the California Indian, the Spanish-American, and the Anglo-American.

In writing, contrast the number, type, and complexity of leadership roles present in the communities of California Indians, Spanish-Americans, and Anglo-Americans.

Identify and list the kinds of support (for example, economic, governmental, social) that the Spanish-American and Anglo-American communities received from their parent or larger societies from which they were derived.

From your studies of the three communities, propose at least three hypotheses which may explain why the Spanish-Americans predominated over the California Indians, and why the Anglo-Americans came to predominate over the Spanish-American.

State in writing at least three means whereby the three communities, California Indians, Spanish-Americans, and Anglo-Americans, exercised social control over their respective community members.

Contrast the means of social control as exercised by the three communities with our present society in California.

TOPIC 3: HOW HAS URBANIZATION ALTERED MAN'S RELATION TO THE NATURAL ENVIRONMENT?

MODES AND PROCESSES	CONCEPTS
Analysis	Production
Observation, selective	Factors of production: natural resources, labor, capital, management and entrepreneurship
Objects and behavioral patterns	Commercial agricultural, extractive industry, industrialization
Direct and mediated	Division of labor, specialization and comparative advantage (occupational and regional)
Measurement: relative extension, duration and number	Distribution: market, inter-regional trade, middlemen, transportation
*Classification: constructed classes	Rural-urban shift
By physical properties	Urban functions, urban location, intra-city patterns of location, city-hinterland interaction
By patterns of behavior	
Contrast	
Definition	
*Generalization	
Generating hypotheses	
Testing hypotheses	

SETTINGS THAT MEET THE CRITERIA
See examples in the discussion that follows.

Processes of Investigation

The focus in this Topic is on *analysis.* The processes of *observation, classification,* and *contrast* are employed in conceptualizing more complex patterns of behavior than previously encountered (those involved in the basic configurations of economic activity, in urban development, and in the structures and functions of cities). *Generalization* is carried another step, from generating to testing hypotheses (with reference to such question as why cities grow and why they are located and structured as they are).

Concepts

The objectives are two-fold. First, students should inquire why and how rural-urban shift takes place, as another mode of adaptation to the natural environment, and how this fundamentally alters man's relation to the natural environment. In the course of this inquiry, conceptual understanding of the structure and functions of cities (urban location, intracity patterns of location, and city-hinterland interaction) should be developed.

This inquiry must also focus on economic aspects of modern urbanization. Here students need to develop the basic conceptual tools for economic understanding, particularly as these relate to urbanization. The approach in this Topic is from the standpoint of production and of distribution. Key concepts related to production are: *factors of production* (natural resources, labor, capital, management and entrepreneurship), *sectors of production* (commercial agriculture, extractive industry, industrialization and factor production), and *division of labor* (including specialization and comparative advantage, both occupational and regional). Key concepts related to distribution are: *market, inter-regional trade, middlemen,* and *transportation.*

Suggested Settings

For reasons indicated in Topic 1, the settings continue to be in California. One focus is on the development of San Francisco in the nineteenth century, as a city whose functions were primarily commercial, in relation to mining, lumbering, and commercial agriculture in its hinterland. The other focus is on Los Angeles in the twentieth century, as a city in a very different natural setting whose growth was greatly influenced by industrial development. Los Angeles offers particularly striking illustrations of how modern man is able to transcend the limitations of the natural environment (water supply, pre-eminently) and transform the environment. Comparative reference can often usefully be made to other cities throughout the world in developing particular conceptual understandings.

Performance Objectives – Illustrative Examples

Inquiry into how urbanization alters man's relation to the natural environment should help children develop appropriate information and skills to:

Given a map, chart or simulated model of a topographical setting (including water sources), propose a master design for developing a city. The proposal must include provision for business and industrial locations, residential locations, streets and highways, waste disposal, drinking water and water for industrial use, recreational facilities, and conservation of an adequate amount of the natural environment for open space.

Propose at least three generalizations concerning the interrelationships between a city and its hinterland.

Identify and describe in writing several problems associated with governing and regulating community living in a large urban center like Los Angeles.

Compare and contrast orally the physical arrangement of "old" versus "modern" cities. Include in the discussion how and why modern cities separate residence and business sections as compared with the practices of older cities.

Identify and describe through drawings or descriptions how the functions of a city are influenced by the use man can make of the natural environment (industry, commerce, others).

Demonstrate the need for careful master planning of a modern city by an oral or written report. Include in the report how existing man-made obstacles (such as water mains, gas lines, communication systems, and so on) and natural obstacles (such as swamps, hills, bodies of water and so on) impose limitations on the development of a city.

TOPIC 4: HOW ARE PROBLEMS OF LIVING BEING MET IN THE MODERN URBAN ENVIRONMENT?

MODES AND PROCESSES	CONCEPTS
Analysis Observation: selective Behavior patterns Mediated *Measurement: absolute extension *Classification: constructed classes By patterns of behavior Definition *Integration* Observation: comprehensive Classification: observed classes Comparison Similarities of observed events With one's own experience *Cultural integration *Valuing*	Cultural adaptation Urban form Urban functions Economic activities Specialization Comparative advantage Intra-city patterns of location, city-hinterland interaction Spatial distribution, association, and interaction of phenomena in the urban environment Decision making (as affected by social and ethnic groups and as affecting group interaction)
SETTINGS THAT MEET THE CRITERIA See examples in the discussion that follows.	

Processes of Investigation

In *analysis,* the inquiry processes include *observation, classification,* and *definition.* Emphasis is given to the measurement of absolute extension (real-scale mapping of distributions of people, housing, etc.), and to the classification of urban needs, functions, and problems. In *integration*, attention is given to *observation, classification, comparison* and *cultural integration.* The special characteristics of each city selected for study are examined. *Valuing* is used as consideration is given to proposals for meeting urban problems and to the adequacy of steps being taken to meet them.

Concepts

The basic objective is to help children see urbanization as the latest and most complex form of human adaptation. To see cities as adaptive environments, children may gain the insight that older cities which have taken their form and functions from earlier circumstances and needs are often poorly suited to the circumstances of today and the future. The object is for students to discover that urbanization transforms the life of man throughout the world. Growing cities take on different forms in different places and create problems which men try to solve in different ways.

As different urban centers are studied, attention should be given to such questions as: "Why are cities growing so rapidly everywhere?" "How did each city come to possess the special characteristics it has?" "Do these characteristics enable people to meet their needs?" "What problems of ethnic groups are critical and how are people attempting to solve them?"

Suggested Settings

The settings should include not more than three urban centers in different parts of the world, one of which might be a planned city. Examples might be Accra, Rio de Janeiro, Peking, Jakarta, Tokyo, and a "New Town" in England. Comparisons should be made between the students' own community (or nearest urban center) and other cities, and among the cities selected for study to highlight the commonality of many urban problems such as transportation, housing ethnic groups and conservation of open spaces.

Performance Objectives -- Illustrative Examples

On completion of the study of the impact of urbanization on life today, students should be able to:

Given two or more cities, identify ways in which they differ by age, size, growth pattern, population, type, and setting.

Formulate in writing some of the problems and concerns of people living in large urban cities. Include in the discussion some of the problems and concerns associated with population, industrialization, employment, recreational lands, water supply, transportation, communication, and waste disposal.

From studies and discussion, identify and describe in writing some of the activities being undertaken in specific areas to meet housing, transportation, safety, and related problems of urban living.

Contrast conditions, problems, and attempted solutions existing in the local community with those in cities selected for study in the above objectives.

Given a list or summary of steps being taken to meet urban problems, classify them into the following categories: public services (for example, education, recreation); housing; transportation; and commerce.

Describe how a city's economic functions have affected its physical layout and its distribution of facilities and population groups.

MODES AND PROCESSES	CONCEPTS
Analysis	Adaptation: biological and cultural
Observation: selective	Life cycle: innate behavior, learning,
Behavioral patterns	and infant dependency
Classification: constructed classes	Culture
By patterns of behavior	Tools, technology
*Definition: behavioral	Communication, nonvocal and vocal
Contrast	symbolic; language
Generalization	Social organization: role, kinship
Generating hypotheses	system
Communication	Urge to explain; myth; customs; traditions; beliefs (including religious or spiritual) creativity

SETTINGS THAT MEET THE CRITERIA
See examples in the discussion that follows.

Processes of Investigation

All the inquiry processes except *inference* are used in this analysis (in this case, the recognition of identities and contrasts among those patterns of animal and human behavior – use of tools, communication, social organization, and the search for a world view – that differentiate men from animals, that is, elements of "culture"). The student is again made aware that the success of such a contrast depends upon defining behavior precisely. The development of the process *definition* should start with simple examples. (For example, students might be asked to define with precision the actual behaviors that must be observed in salmon, birds, primates, and humans before one can identify "infant dependency" in these groups; the class might develop this behavioral definition: "the young have their food provided by the parents. The replicability of the concept, so defined, would be confirmed if all members of the class agreed that infant dependency occurred in all the groups except salmon, and that its varying duration, from birds to humans, could be measured with some exactness.) After further practice with *definition*, students should be asked to grapple with a few really difficult cases (fore example, what behaviors would one have to see to know that "values" are present in a group?). This practice of defining behavior makes new demands on *communication*, as students are asked to state clearly and concisely the behaviors that comprise the definitions. While *definition* is used here mainly to the purpose of contrastive analysis, it is also used to formulate hypotheses (for a simple example, a hypothesis about the relationship of infant dependency and learned behaviors as opposed to innate behaviors).

Concepts

The main objective is to clarify distinctively human qualities as constituted by culture. Concepts of *infant dependency, communication, needs, division of labor, tools, rules,* and *roles* introducted in the K-2 block may serve as starting points. These concepts are now brought together with *social organization, myth, custom, beliefs,* including *religions*; and values or ideals are used as a cluster to shrpen understanding of culture. Man's *spiritual* and *aesthetic* dimensions should be included. The beginning understanding of culture developed here is refined and extended in succeeding Topics.

Suggested Settings

Suggested settings include the study of selected animal behaviors and tribal communities. Since one of the major objectives of this Topic is to develop the concept of culture, it seems best to begin with relatively simpler technological societies such as early California Indians in contrast to animal groups, and then to move to early communities in order to extend the concept. Other groups could include the Maoris and the Eskimos. The contrast between the social behavior of animal groups and that of humans should be an effective means of clarifying such aspects of culture as use of tools (technology), communication, social organization, and man's urge to explain. As more advanced technological communities in California are studied later, the concept of culture can be refined and and students should come to a more profound understanding of the question, "What is human about human beings?"

Performance Objectives – Illustrative Examples

The main objective is to have students understand how culture is uniquely human. Students should be able to:

Given pictures, photographs or simulated models of tools, classify them according to whether they were produced in a tribal or a more complex technological society.

Formulate hypotheses as to why we might classify certain animal behaviors as innate or learned.

Formulate hypotheses about aspects of culture (use of tools, communication, values) which make men different from animals.

Given a series of myths or stories from different tribal groups and kingdoms, compare and contrast in writing the similar and the divergent features found.

From studies of different tribal groups and kingdoms, identify in writing the common and the divergent values held by these groups.

From studies of different groups of people, compare and contrast the similar and divergent values held.

Given a specific animal to study, identify those behaviors that are learned from those that are innate. Formulate hypotheses for why we might think that many of the so-called innate behaviors may actually be learned behaviors.

Indicate comprehension of the meaning of such concepts as *role*, *rule*, and *infant dependency* by giving illustrations, explaining meanings orally or making charts using pictorial symbols.

The understanding of human culture and cultural adaptation developed in Grades 3-4 is used as a foundation for this particular focus on man. This block of grades concentrates on the diversity of human groups, the interactions among them, and, finally, the diversity and creativity of individual human beings in varied cultural settings.

The principal feature of inquiry in these two grades is the full introduction of the integrative mode of thinking. Emphasis is on *integration* in Topics 1-2, on *analysis* in Topics 3-4, and almost exclusively on *integration* in Topic 5, where special attention is devoted to refined *definition* and *cultural integration*. The valuing mode necessarily figures in most of these Topics.

The focus in the first four Topics is on the array of concepts concerning group interaction: *competition, conflict, cooperation, accommodation, assimilation, stratification, domination, segregation, discrimination,* and *cultural pluralism.* Topics 3-4 deal explicitly with *race, racism, caste,* and *ethnocentrism.* In Topic 5 the focus shifts to concepts of individuality and creativity as these reflect, and are reflected by, the values, myths, religions, and ideaologies of various cultures.

The settings used are selected to serve not only the primary inquiry and conceptual objectives of the Topics, but also the important secondary objectives of building geographical knowledge and historical integration. Where the earlier studies in Grades 3-4 were set in California, the setting for Topics 1-3 in this block of grades broadens to the United States and North America. The settings for these three Topics are chronologically arranged, so as to afford a study of American history, with emphasis on the interactions and contributions of various groups in the development of American society. The setting in Topic 4 shifts to other parts of the world (for example Brazil, Nigeria, India), to permit comparison of group interaction in America with group interaction in other cultures. Topic 5 utilizes a variety of settings, ancient and modern, Western and non-Western, selected in part to facilitate a historical integration of the Western and non-Western experiences. In all five Topics the settings should serve the purpose of building geographical knowledge of North America and of important areas in the rest of the world.

MODES AND PROCESSES	CONCEPTS
Analysis	Interaction
Observation: selective	Competition, conflict
Behavioral patterns	cooperation, accommodation,
Measurement: relative extension	assimilation
and duration	Political and economic
*Classification: constructed classes	Stratification, domination
By patterns of behavior	Values
Definition	Value conflict
Contrast	
Integration	
Observation: comprehensive	
Classification: observed classes	
Comparison	
Similarities of observed events	
With one's own experience	
*Cultural integration	
(Historical integration)	
Valuing	

SETTINGS THAT MEET THE CRITERIA
See examples in the discussion that follows.

Processes of Investigation

Observation and *classification* are continued for developing conceptual understanding of certain universal categories of human behavior (particularly categories of cultural interaction and related concpets). But with this topic the emphasis in inquiry shifts for the first time to the integrative mode. The cultures being considered and observed comprehensively rather than selectively. Behavior is classified in terms given by the observed culture rather than by constructed classes (for example, "slavery," a classification that the observed culture gave to certain patterns of behavior, as contrasted with "caste," a constructed classification unknown to the observed culture; one that would include "slavery" and many other patterns of behavior in many cultures). The similarities of such classifications of behavior are compared (for example, Spanish relations with the Indians as compared to English or French relations with the Indians). Finally all the observed aspects of the cultures being studied are integrated (seen in relation to each other in that time and that place, and over time), rather than being separately abstracted for the purpose of generalizations applicable to any identical cultural situation (In the analytic mode, one might look at slavery in seventeenth-century Virginia for the purpose of developing and testing a hypothesis, and thereby working toward a universally valid generalization about the conditions under which interaction between cultures results in domination by one culture. In the integrative mode, on the other hand, one is concerned to understand how that particular form of domination, "slavery," is related to the whole cultural situation -- what it was about that particular cultural situation which produced that particular form of slavery.) These differences between the parallel processes in the two modes, analytic and integrative, should be pointed out in this topic, though it should not be expected that the children will yet understand them thoroughly. Note that a subject having strong emotional overtones for children in our culture is introduced, which gives rise to *valuing*. It is important that children should realize that valuing is going on and that it is separate from both the analytic and integrative modes.

Concepts

Grades 3-4 have developed the concept of culture and the differing cultural adaptations of different human groups to the natural environment. Building upon this foundation, it seems desirable during these years, when lifelong attitudes toward cultural differences and conflicts are crystallizing, to have children confront this dimension of human reality directly. Therefore the main objective of this topic is to develop understanding of cultural diversity and interaction. Important related concepts are *caste*, *ethnocentrism*, and *racism*. However the issue of racial as opposed to cultural differences is reserved for more explicit treatment in later topics.

Suggested Settings

The primary objectives of this topic could be achieved through a wide variety of settings involving different patterns of cultural interaction. Important secondary considerations suggest, however, the three that are here strongly recommended. These are: (1) Spanish-Indian interaction in Mexico in the sixteenth century, with consideration of Spanish

culture (political, social, economic) and colonization in the New World: (2) English-Indian-African interaction in Virginia in the seventeenth century, with consideration of English and West African cultures (political, social, economic), the African slave trade, and English colonization in the New World, and (3) French-Indian-English interaction in Canada with a consideration of both French and English cultures.

These particular settings are recommended for the following reasons: (1) While historical integration is the primary objective in two high school years, the basic knowledge required for successful historical integration must be built up throughout the preceding years. Rather than repeat a superficial chronology of United States history at several points, it is the strategy of the program to choose settings that will provide much of this historical knowledge while serving primarily another conceptual objective. (2) The basic geographical knowledge of the United States and North America can be developed. (3) By using Indian, Spanish-American, and Anglo-American cultures with which students have already become somewhat familiar in Grades 3-4, the difficulty of the learnings required by this topic will be somewhat reduced. (4) The content is dramatic with colorful personalities -- for example: Cortez, Montezuma, John Smith, Pocahantas -- which should make them interesting to children.

Performance Objectives – Illustrative Examples

As students undertake inquiry into this topic they should be able to:

Given any particular culture or group of people for study, identify such important elements concerning group interaction as competition, conflict, cooperation, accommodation, assimilation, segregation and discrimination.

Based upon studies and discussions, propose at least four possible ways in which any two or more groups may interact when they come into contact.

Given any two or more specifically related events in history, explain verbally the relationship that exists. The discussion is to include the time relationship, cause-effect relationship, and possible implications related to future events or actions.

Given a specific story to read or film to view, prepare a written description identifying how the main characters reveal what they value through their behavior. In conjunction with this study, identify how your behavior reveals some of your beliefs, values, opinions or attitudes.

Formulate at least three generalizations concerning the values held by each of the following groups of people which may account for their particular behavior and which could lead to intra-group conflict: Indian-Spanish and English-Indian-Black.

TOPIC 2: HOW HAVE ETHNIC GROUPS AND INDIVIDUALS AFFECTED AMERICAN DEVELOPMENT?

MODES AND PROCESSES	CONCEPTS
Analysis	Social groups: ethnic, religious, class
Observation: selective	Migration, immigration
Behavioral patterns	Interaction
Measurement: relative duration	Competition, conflict, cooperation, accommodation, assimilation
*Classification: constructed classes	Stratification, domination
By patterns of behavior	Segregation, discrimination
Integration	Cultural pluralism
Observation: comprehensive	Political and economic
Classification: observed classes	Ethnocentrism, racism
Comparison	Social stratification and mobility
Similarities of observed events	Caste and class
With one's own experience	Spatial
*Cultural integration	Location, distribution, interaction among areas
(Historical integration)	Cultural change
Valuing	Invention, borrowing, adaptation

SETTINGS THAT MEET THE CRITERIA
See examples in the discussion that follows.

Processes of Investigation

Inquiry processes are the same as for Topic 1. This topic provides additional experience in using and discriminating between the analytic and integrative modes. Special attention should be given to measurement as related to the location, movements, and distribution of people. Mapping and the interpretation of maps should be utilized wherever appropriate.

Concepts

The emphasis here is on the interaction of many different ethnic groups in creating a culturally diverse society (the United States). Therefore the concepts developed in the preceding topic will continue to be used, with considerable elaboration. Immigration, migration, and the spatial and temporal relations of population groups will be an important new emphasis. The concepts *discrimination* and *segregation* are introduced as forms of interaction that have been conspicuous in the experience of American ethnic groups from the beginnings of European colonization to the contemporary urban migration of southern farm workers. Concepts relating to social stratification and mobility are introduced. The interaction of ethnic groups with the larger society may usefully be examined in terms of the choice between assimilation and cultural pluralism. Students should inquire about the ways various groups have affected, as well as been affected by, the larger society. Such inquiry will be most effective if care is taken to examine the contributions of selected individuals from several ethnic groups.

Suggested Settings

The study should begin with a time and space overview of the major ethnic groups that have composed the American population. Inquiry should then proceed with a detailed examination of three or four different ethnic groups exhibiting at different periods different forms of interaction with the larger society. Choices should reflect the size and importance of the groups in American society as a whole (Blacks, Spanish-speaking, Jews, Irish, etc.), as well as in the immediate community (for example, the Chinese in the case of San Francisco) or school. Illustrative examples are: black men in the slavery era (Nat Turner, the Underground Railway, Frederick Douglass and the black abolitionists, etc.); the Irish in Boston from the discrimination of the 1840's to the present; Eastern European Jews in New York City from the 1890's on; the Chinese in San Francisco; Mexican-Americans in California agriculture; Japanese in California. In each case there should be a focus on individuals, on understanding the culture of the group, and on ways the group has influenced the larger culture (for example; drama, music, and art). The settings should spread over the nineteenth century and the first half of the twentieth.

As children develop a sense of cultural diversity as a persistent and pervasive influence in the development of America, they should be able to:

Locate on appropriate maps the places from which specific ethnic groups came, where they settled in the United States and in particular cities or regions under study, and why.

Given a specific ethnic group to study, identify in writing specific problems including examples of discrimination, segregration, racism, and social stratification that the group encountered when interacting with the larger society of which it hoped to become a part. Explain how these problems influenced their social status and their potential mobility within the larger society.

Given a specific ethnic group to study, identify in writing those behaviors of the group that appear to have their origin from the original cultural setting as compared with those behaviors that have been assimilated from the new social setting.

Describe how motives for different groups of immigrants are similar (yearnings for riches, land, change, tranquility, freedom). Note that the groups come from vastly diverse backgrounds but resemble one another in two ways: (1) willingness to look beyond the horizon, and (2) willingness to leave things-as-they-are behind and seek a new life.

Given written descriptions of the experiences of immigrants of an earlier period in American development, identify items from current daily newspapers and periodicals which deal with comparable experiences of contemporary urban migrants. Classify these experiences in terms of key concepts listed in the chart above.

MODES AND PROCESSES	CONCEPTS
Analysis	Concepts utilized in the preceding topic
Observation: selective	Race: biological and social
Behavioral patterns	Psychological and philosophical processes related to racism and ethnocentrism
Measurement: absolute extension	Spatial distribution, association, and interaction of groups in the contemporary urban environment
*Classification: constructed classes	Decision making and law (as affecting group interaction and as affected by social and ethnic groups)
By patterns of behavior	Methods of securing social change: protest, demonstrations, the courts, the political and economical processes, constitution (need for organization and authority)
Integration	
Observation: comprehensive	
Classification: observed classes	
Comparison	
Similarities of observed events	
With one's own experience	
*Cultural integration	
Valuing	
SETTINGS THAT MEET THE CRITERIA See examples in the discussion that follows.	

Processes of Investigation

Inquiry processes are virtually the same as for topics 1 and 2. This topic provides additional experience in using and discriminating between the analytic and integrative modes. One aspect of *observation* is emphasized, measuring absolute extension (here the real-scale mapping of distributions of social groups in the city).

Concepts

The concepts concerning group interaction that were developed in Topics 1 and 2 are brought to bear on the contemporary United States. The object is for students to perceive the diversity of social groupings in terms of which people identify themselves and are identified by others, and to inquire realistically about the nature of the interaction among these groupings. At the same time students are to inquire into the relation between racial and cultural differences. The essential point is to understand what can be said about race as a biological phenomenon and the vast difference between this and race as a socially defined classification. Ethnocentrism and racism should be studied behaviorally, and students should inquire into the social, psychological and philosophical processes that give rise to these phenomena and perpetuate them. This strategy should assist the student to see these emotion-charged aspects of his own social environment in a more analytical perspective. Further, students should inquire into the role of the law, the Constitution, the courts, and the political process in producing change in the relations among groups. *Valuing* should be made explicit and self-conscious concerning attitudes toward groups and toward various methods for securing social change.

Suggested Settings

The suggested setting is the community; the student will compare his own community with several carefully selected case studies of group interaction elsewhere in the contemporary United States. At least one setting should involve a large metropolitan area where the spatial distributions of social and economic groups can be mapped and examined. The cases chosen for study should include such problems as segregation and discrimination, and should enable students to inquire about and evaluate alternative methods for securing desirable social change. The cases chosen should involve several different social, ethnic and economic groups.

Performance Objectives — Illustrative Examples

A key objective is to have students understand that differences among men are cultural, and that biological variations have significance only in the minds of some men. Students should be able to:

Given a color-code map of a metropolitan area which shows the location of various sections of population, formulate hypotheses to explain the distribution.

From studies and discussions, identify in writing different methods employed by various ethnic groups for producing social change. Propose advantages and disadvantages of these different methods.

through role-play act out the values and attitudes observed in group interactions and explain the way these attitudes and values are formed.

Given samples of current instructional materials and patterns of behavior in the local community, identify and classify them as examples of social psychological processes which affect group interaction (for example, stereotyping).

TOPIC 4: HOW DO HUMAN GROUPS INTERACT IN DIFFERENT CULTURES?

MODES AND PROCESSES	CONCEPTS
Analysis Observation: selective Behavioral patterns Classification: constructed classes By patterns of behavior *Behavioral definition Contrast Generalization Generating hypotheses Communication	Concepts utilized in Topics 2 and 3 Cultural (as distinguished from racial) diversity
SETTINGS THAT MEET THE CRITERIA See examples in the discussion that follows.	

Processes of Investigation

All the processes except *inference*, are used. *Definition* is particularly important in connection with *classification* (for example, classification of behavior based on the assumption of race as a social, not just a biological, phenomenon), and in connection with *contrast* (for example, different patterns of interaction).

Concepts

The concepts are the same as in the preceding topic, but the emphasis here is on developing a deeper understanding of the relationship between racial and cultural differences than can be done in the setting of the contemporary United States. As students examine group interaction in racially and culturally diverse societies throughout the world, they should come to see that biologically racial groups have so intermixed that few, if any, pure types exist. They should come to understand how the powerful influence of culture causes men in different cultures to have different values and life styles and to perceive things in different ways. They should finally understand how and why men have so universally tended to interpret these cultural differences in other groups as biological or racial differences and to perceive these differences as inferior-superior, ugly-beautiful, and frightening-reassuring.

Suggested Settings

The suggested settings are several contemporary societies that are culturally and racially diverse and that exhibit varying patterns of interaction among groups. Examples of settings are Brazil, Nigeria, and India. Brazil exhibits a great diversity among Europeans, Indians, and Africans, and a somewhat greater degree of assimilation among these groups than in many other societies. In Nigeria students may observe tribal differences, early European dominance over Africans, and subsequent African dominance over Europeans. India has dark-skinned "Caucasians" and a complex pattern of religious, "racial," cultural and caste diversity. There should be constant contrasts between these societies and those of the United States and Canada. Canada is an example of a culturally diverse society.

Performance Objectives -- Illustrative Examples

In the course of these studies students should acquire the abilities to:

Given two specific cultures to study, identify the differences and similarities that exist between the two cultures concerning family structure with respect to the specific roles played by each of the family members. Explain what effects these varying family structures have on the life styles of selected family members.

Identify the values that underlie: (a) the social class (or caste) system of one or more of the cultures studied; (b) the religious art of one or more cultures.

Identify a social psychological process that is present in two or more of the group interactions under study.

State a hypothesis that would be true of some or all the group interactions under study.

Given a specific group to study, identify from the stories, myths, proverbs, and propaganda of that group, distinctions made between in-group and out-group.

MODES AND PROCESSES	CONCEPTS
Integration Observation: comprehensive Classification: observed classed Definition: refined Comparison Similarities of observed events With one's own experience *Cultural integration (Historical integration)	Individuality, individualism Value Universal view: custom, myth, religion, ideology Expression creativity Media of expression
SETTINGS THAT MEET THE CRITERIA See examples in the discussion that follows.	

Processes of Investigation

Inquiry shifts wholly to the integrative mode so that students can develop a full and sharp sense of how this differs from the analytic mode in the investigation of social reality. Thus *observation* is now purposefully comprehensive; *classification* moves mainly according to classes observed in the cultures being studied (not constructed classes); *definitions* are explicit, refined versions of usages in the observed cultures; *comparison* is in terms of general similarities and dissimilarities (not identities and contrasts) for the purpose of generating believability; all come together as *cultural integration. Integration* seeks a sense of the totality and coherence of an observed culture, so that it is believable in the way the observer's own culture is believable to him. This integrative thinking focuses on the interrelations of aspects of the culture and the integrating aspects of the culture (the myths, customs, religions, and ideologies of the observed cultures as these relate to individuality and creative expression).

Concepts

The focus is on the concept of *individuality within cultures* and on the varying degrees to which cultures value and afford opportunities for individuality in word and in deed. Thus it is necessary to pay particular attention to the myths-religions-ideologies of the cultures under consideration. The principal phenomena studied in the cultures are creative and artistic expressions, both as indicators of cultural values with regard to individualism and as products of individuality and creativity.

Suggested Settings

The suggested settings include a group of four or five cultures from different periods and parts of the world, exhibiting differing patterns of individuality and artistic expression. This topic offers one of the best opportunities for developing ideas needed for historical integration in succeeding studies at the 10-11 block of grades. The ancient Greek and medieval European sources of modern Western culture are to be dealt with while some knowledge of the historical background of non-Western cultures should also be acquired. In addition, it is important that the program include African cultures. In the following list of suggested settings the ancient Greek, medieval European, and African settings are strongly recommended, while substitutions could be more freely made for the remaining ones:

(1) Periclean Athens, including mythology as related to the nomadic past of the Hellenes; emphasis on architecture, sculpture, and other forms of expression as reflecting the value system.

(2) A selected African tribal society or kingdom, emphasizing artistic expression as related to social organization and values.

(3) France in the late Middle Ages, emphasizing Christianity and feudalism, with special attention to artistic expressions as reflecting the tension between individuality and collectivity in the medieval value system.

(4) Confucian China, comparing its ethical beliefs and creative expression with those of medieval Europe.

(5) Mexico, emphasizing the creative expression of the pre-conquest Indian cultures, the baroque Christian expression of the colonial period, and the creative vitality of modern Mexico (especially in painting and architecture); special attention to the fusion of Indian and European currents and the implications for individuality of each.

As students engage in inquiry into values and ideals of culture, they should be able to:

Classify modes and media of expression according to categories identified in the settings under study.

Classify the values reflected in myths, legends, and other materials according to classes identified in the settings under study.

Describe differences in art objects produced in different societies according to media that were used, values reflected in the objects, and other distinguishing features.

Identify representative historical paintings and other art works and describe some of the values of the social milieu out of which they came.

Distinguish differences in values (virtue, freedom, individual creativity, etc.) as they existed in societies selected for study.

Given several societies to study, identify and compare ways in which ethical and religious beliefs were expressed.

Building on the foundation laid in preceding grades, the next three years are devoted to selected institutions and problems of contemporary life about which it is most important that citizens be informed. In Grades 7-9 students inquire into the political system, economic system, and the urban environment in the United States. Reference is made to other societies and periods for comparative purposes, geographic and historical perspective, and the further elaboration of cross-cultural concepts and perspectives.

As in Grades K-6, the program for Grades 7-9 includes selected historical studies. The importance of time relationships is emphasized, and the time and place settings for the studies are more closely articulated with the extended historical studies suggested for Grades 10 and 11.

The processes of investigation introduced in Grades K-6 are brought to full development and self-consciousness in Grades 7-9. The student becomes aware that he is investigating in ways similar to those of social scientists. He gains greater control of all inquiry processes in the course of developing a conceptual grasp of the various elements of political system, economic system, and urban centers.

More refined use is made of both the integrative and analytic modes. Sometimes the student is mainly in the analytic mode or mainly in the integrative mode, but more and more frequently he is bringing both modes to bear in a single unit of study. That is, he is looking at a particular society as a whole and in terms of the categories through which the society sees itself (the integrative mode), while at the same time he is looking at constructed social concepts that are applicable to many societies (the analytic mode). He should develop a sharper consciousness of the relation as he becomes increasingly aware of which mode and which process he is using from time to time. *Historical integration* is now for the first time used explicitly.

Systematic attention is given to the mode of valuing, the kind of investigation that leads to decisions and preferences. The student will proceed by defining the problems, identifying relevant information and values, generating a trial solution or alternative solutions, testing solutions systematically in terms of their projected consequences, and deciding on a preference or a course of action. As these steps are followed the process of *inference* is used in both the analytic and integrative modes; the student becomes aware of the ways in which analytic and integrative modes contribute to valuing, and of the dangers of erroneous inference. Both the second and third sections of this block of grades culminate in a systematic investigation of topics that are value oriented.

The eleven topics into which these studies are divided are presented in the sequence that seems most logical, though some rearrangements of topical content are possible. The first block of study on the urban environment (Topics 8-11) could precede the studies on comparative political and economic systems (Topics 1-7). The main cost of such a shift would be loss of the opportunity to have the learnings about political and economic systems applied and interpreted in the urban context. Shifts in the sequence of Topics 3-7 are also possible. For example, a class could move directly from the introduction of political and economic systems in Topics 1-2 to the contemporary United States in Topic 6. The historical development of modern political economics could then be developed in Topics 3-4, and this part of the study could conclude with the contemporary comparative examinations of a command economic system such as the Soviet Union and underdeveloped countries in Topics 5 and 7. Topics 1 and 2 should always open the studies of political and economic systems, however, for they present the basic concepts for dealing with this area of human behavior. Similarly Topics 8-11, wherever they are presented in Grades 7-9, should be presented in the sequence given. Wherever shifts in the sequencing of conceptual content are made, inquiry processes must be adjusted to maintain an effective sequence.

MODES AND PROCESSES	CONCEPTS
Analysis	Types of societies: tribal
Observation: selective	Political system
Classification: constructed classes	Political culture
*Definition: behavioral	Authority, legitimacy
Contrast	Political socialization
Communication	Constitution
Generalization	Decision making
	Interest articulation
Valuing	Interest aggregation
	Rule-making
	Rule application
	Rule adjudication
	Social values
SETTINGS THAT MEET THE CRITERIA See examples in the discussion that follows.	

Processes of Investigation

The mode of thinking is exclusively analytic. *Observation* attends selectively to those patterns of behavior related to decision making, and *classification* is for the purpose of construction classes of these selectively observed behaviors. It cannot be assumed that by Grade 7 students will have a firm understanding of the importance of defining classes of behavior (generating behavioral concepts) so precisely that they will be replicable for other observers and to other social settings. Hence a major objective is that students become proficient at *definition* as they develop the concepts comprising the concept cluster "political system." The simplest and most immediate settings have been chosen, in order to facilitate and make possible this crucially important learning. The emphasis on *definition* in this topic should be seen as consolidating and culminating the emphasis on the analytic mode that has permeated most of the earlier grades.

Concepts

In Topics 1-7 of this block of grades the student will be developing and using the basic concepts for understanding those categories of human behavior that are called "political" and "economic." Political scientists and economists propose a number of different conceptual approaches to these realms of human behavior. Any selection from, or arrangement of, the available conceptual approaches is necessarily somewhat arbitrary. The effort has been to develop an array of concepts that are clear, internally coherent, and comprehensive in their coverage of political and economic phenomena.

"Political" behavior relates to (a) the making of decisions that are binding on all members of a group, and (b) control of the means of physical coercion that are the ultimate basis for implementing and enforcing such decisions. "Economic" behavior relates to the production and distribution of goods and services. Obviously political and economic behavior overlap and interpenetrate. For the sake of greater analytical precision they can be viewed separately, as in Topics 1-4; but for the sake of understanding their interrelatedness it is equally important that they be viewed together, as in Topics 5-7.

The most useful basic concept for approaching both these aspects of human behavior is *system*. A *system* is a cluster of parts that work interdependently to convert certain inputs into certain outputs. An automobile engine is a system whose parts work interdependently to convert the input gasoline into the output energy. In a social system, outputs are for the most part behavioral acts based upon choices or decisions, so that social systems may usually be seen as decision-making systems.

A social system can be quite limited (the family), or it can be extensive (the people of the United States). The great value of the concept *system* is that its simplicity facilitates the comparative analysis of most kinds of social groups. Thus families, school classes, social clubs, government agencies, nations, and even international organizations can be compared as systems of interdependent parts (individuals and groups) working to convert certain inputs into certain outputs. A "political system" and an "economic system" are sub-systems of some total social system. The concepts related to political system are elaborated and developed in this topic, while those related to economic system are elaborated and developed in Topic 2.

In this topic students will be asked to think of every social group (families and school classes as well as nations) having a political system. The main outputs of a political system are "rules" or decisions ("the authoritative allocation of values") for the group. Its main inputs may be thought of as "demands" and "supports." "Demands" are processed through the interdependent working of groups and individuals to produce "rules," while supports" are necessary for maintaining the decision-making system.

Students should come to see that the essential characteristics of any political system can be analyzed by asking certain questions about it. The characteristics which inform these questions are the concepts that make up the cluster called political system in this program. These questions and concepts are as follows:

(1) *Political culture*: How do members of the group perceive their relationship to the political system? The term *political culture* refers to the general perceptions and behaviors toward a group's political system by members of the group. It is through political culture that "support" inputs are generated for the system. Political culture concerns the way members of the group perceive: (a) the rules of the game, or the accepted prescriptions for behavior, including the role of the individual as well as key functionaires; (b) actual practices; and (c) discrepancies between prescriptions and practice in the political system. In "subject" political cultures most members of the group perceive themselves as observers or recipients of decisions made by political elites; in "participant" political cultures most members of the group expect that they can have some influence, direct or indirect, on the decisions. The concepts *authority* and *legitimacy* refer to the supportive attributes of political systems that are generated through political cultures. A viable political system must possess authority, in the sense that its decisions are sufficiently accepted by members of the group to be carried into effect. Authority will be weakened or lost if the regime does not possess legitimacy, if, that is, it is not generally perceived as legitimately or rightfully holding the decision-making roles. This will depend, in turn, upon the political values generally held in the group, attitudes about how, by whom, and to what ends the decision-making power should rightfully be exercised. Political socialization is the process through which members of the group come to perceive the political system and behave in relation to it, including the process through which the system generates and strengthens perceptions, attitudes, and political values from which supportive inputs flow.

(2) *Constitution*: Who are the decision makers, how are they chosen, and within what limits do they act? The concept *constitution*, as used here, does not refer to a written document but to the written or unwritten "rules of the game" for decision making that are generally perceived as legitimate by members of the group. In this sense a family has a constitution (however unclear and unstable) just as in some political system. Subconcepts relevant to *constitution* are: *federalism, separation of powers* (executive, legislative judicial), *checks and balances* (executive veto, for example).

(3) *Decision making*: How does the political system function to convert demands into decisions or rules? *Decision making* is the general process through which "demand" inputs are converted into "rule" outputs. Like any general process, it can be subdivided into observable classes of subprocesses. These are:

(a) *Interest articulation*, or the presentation of demands to the decision makers or to persons with access to the decision makers. The basic political activity involved in presenting demands to the decision-making system is most often carried on through political groups, such as parties, factions, cliques, interest groups, and elites. Demands are pressed through various modes of influence, such as communication, persuasion, and coercion.

(b) *Interest aggregation*, or the combination of demands into alternative policy choices. In some political systems, political parties are important agencies for interest aggregation, and interest aggregation is an important part of the legislative process.

(c) *Rule making*, or the setting of norms of conduct by a choice of policy. Legislation is a familiar form of rule making.

(d) *Rule application*, or the enforcement of specific policy judgments by authorities.

(e) *Rule adjudication*, or the authoritative settling of disputes concerning policy judgments or their application. The judicial process is a familiar example of rule adjudication.

The way the political system is perceived, as referred to in the discussion of political culture, is a major factor in the decision-making process; and in the analysis of decision making, special attention must be given to differences of perception among the various segments of society.

In this Topic students should begin by attempting to develop their own concepts for analyzing the political behaviors they have selectively observed. Concepts developed by the class should then be refined and elaborated into the four basic concepts of political systems,

along with such subconcepts as may be appropriate for the groups being studied. Students should understand that this, or any other conceptual scheme, is somewhat arbitrary, and that a single scheme is being adopted only for the purpose of facilitating the further studies in political behavior. Small and relatively simple social groups have been chosen as settings, in order to simplify the difficult learning required.

Suggested Settings

The smaller and simpler social groups chosen as settings for this Topic should be of two kinds: (1) a tribal society or kingdom, selected for the clarity with which its political system can be perceived, and (2) the primary social groups to which the student belongs.

Performance Objectives — Illustrative Examples

At the end of this topic the student should be able to:

Define in writing, what is meant by political system. The definition must include consideration of the three major component concepts and their respective subconcepts.

Given two or more societies for study and applying the definition obtained from the objective above, prepare a contrastive analysis of the identities and differences in their respective political systems.

Communicate the findings of his inquiry in precise language based upon evidence, using whatever media seem most appropriate such as written language, charts, and graphs.

Define political culture and its component subconcepts of authority, legitimacy, and political socialization and illustrate examples of each in the settings selected for study.

Given two or more societies to study, classify their political cultures according to differences in authority, legitimacy, and political socialization.

State generalizations regarding the nature of political culture and its effects upon people within their culture in terms of authority, legitimacy, and socialization processes.

TOPIC 2: HOW DO SOCIETIES DECIDE WHO GETS WHAT?

MODES AND PROCESSES	CONCEPTS
Analysis Observation: selective Classification: constructed classes Definition: behavioral *Contrast Generalization Communication	Types of societies: tribal, kingdom, peasant-urban (including fuedal and bureaucratic empire) Political system Political culture Constitution Decision making Economic system Needs: unlimited wants, limited resources, scarcity, priorities Production Factors of production: natural resources, labor, capital, technology, management Sectors of production: agriculture, extraction, service Division of labor and comparative advantage: by age, sex, and ascribed class Distribution Decision making: tradition

SETTINGS THAT MEET THE CRITERIA
See examples in the discussion that follows.

Processes of Investigation

The same inquiry processes that were used in Topic 1, are used in more complex settings and with a new array of concepts (those dealing with economic behavior). Assuming that students are now competent to define behavior with some precision, the emphasis shifts to *contrast* (of political and economic systems in two new settings as well as the settings treated in Topic 1).

Concepts

Students will discover that the general phenomenon of decision-making systems can be subdivided for closer analysis by area of human behavior, and that a particularly important area for such analysis is "economic" behavior, or behavior related to the production and distribution of goods and services. As economic behaviors are selectively observed and classified, students are asked to inquire in terms of the concept of an economic system as a subsystem of any social system. In an economic system the basic inputs are resources – natural, human, capital and entrepreneurial – and material needs or wants to be satisfied. The basic outputs are decisions about what shall be produced, how the needed goods and services are to be produced, and how and to whom the products are to be distributed. As with political systems, the essential characteristics of economic systems can be analyzed by asking certain questions. The characteristics to which these questions are addressed are the identifying key concepts and asking certain questions. Again the effort has been to develop an array of concepts that are clear, internally coherent, and comprehensive in their coverage of economic phenomena.

The concepts and questions that, for this program, constitute economic system are as follows:

(1) *Needs:* What goods and services are most wanted? In any social groups presently imaginable, economic wants are (theoretically) unlimited, resources are limited, and desired goods and services are scarce. Therefore priorities have to be established.

(2) *Production*: How are the needed goods and services to be produced? There are three particularly useful conceptual approaches to production. The first is through *factors of production*: natural resources, labor, capital, technology, and management and entrepreneurship. The second is through *sectors of production*: agriculture, extraction (of natural resources such as fish, lumber, and minerals), service, and industry (mass fabrication in factories). The third is through *division of labor* and *comparative advantage*, both occupational and regional. Division of labor also runs by age and sex, and, in many economic systems, by ascribed class.

(3) *Distribution*: How and to whom are goods and services to be distributed? Associated with *distribution* are a host of subconcepts, such as: *trade, middlemen, transportation, money, balance of payments, wages, labor unionization, rent,* and *profit* .

(4) *Decision Making*: How are decisions made about needs, production, and distribution? Economic systems are usually classified into four groups according to the way economic behavior is regulated mainly by tradition, that is, by a long established adaptive pattern for wresting the bare economic necessities from the natural environment through a relatively undeveloped technology. In *market* economic systems, decisions are made largely by the operation of the market. In these systems production has been augmented by division of labor and technological advance to create the market. Subconcepts related to such systems include: *private enterprise, profit motive, opportunity cost, price competition,* and *advertising. Command* economics systems are those in which decisions are made by central agencies for planning and control. Subconcepts related to these systems include: *government regulation, government ownership* (socialism). Finally, economies that have elements of both market and command are called *mixed* economic systems.

The new settings introducted with this topic are to be compared with the settings of Topic 1 in terms of *political systems*; the concepts belonging to *economic system* are to be developed in terms of the new settings; and the new settings are to be compared with each other and with the settings of Topic 1 in terms of *economic system*. It is important that students see, through using the two clusters of concepts together, that political and economic behavior are intimately interrelated; that they may be separated for purpose of closer analysis; but they must also be related to each other.

Suggested Settings

The settings are two variants of peasant-urban societies, one a bureaucratic empire based economically on peasant agriculture, and the other a similarly based feudal society. A secondary criterion is the need to develop knowledge for historical integration. The bureaucratic empire should be an ancient "high" civilization. Ancient Egypt seems particularly advantageous in several respects: the wealth and dramatic quality of the artifacts through which it can be studied; some especially interesting economic factors, such as the technology of irrigation and the heavy expenditure of economic resources for ceremonial, religious, and political purposes; and its links through Biblical history with the Judaeo-Christian tradition.

The feudal setting should meet the need for historical background to modern Western history. France has been recommended as the setting for studying religious and artistic aspects of medieval Europe in Grade 6. The suggested setting for studying the economic and institutional aspects of European feudalism might be medieval England. This would be particularly advantageous in view of the suggested English settings for studying modern political and economic systems in succeeding topics.

Performance Objectives — Illustrative Examples

At the end of this topic the student should be able to:

Define economic system and give illustrations from tribal and peasant societies.

Given a specific society for study, analyze and contrast the interrelationships that exist between the political culture and economic decision-making.

Given two or more societies for study, state generalizations regarding economic behaviors on the basis of observation and classification of those bj haviors.

Based upon the concepts and generalizations developed from the proceeding objective, propose an economic system model for a given society.

Distinguish among the three modes of thinking which may be used to study economic systems.

TOPIC 3: HOW DO MARKET ECONOMIES DEVELOP AND FUNCTION?

MODES AND PROCESSES	CONCEPTS
Analysis Observation: selective Classification: constructed classes Definition: behavioral Contrast *Generalization Generating hypotheses Testing hypotheses Using models *Integration* Observation: comprehensive Classification: observed classes Definition: refined Comparison Similarities of observed events *Historical integration	Types of societies: tribal, peasant-urban, rural-urban Economic system Needs Production Factors of production: natural resources, labor, capital, technology, management and entrepreneurship Sectors of production: agriculture, extraction, industry and industrialization Division of labor and comparative advantage: occupational and regional Distribution: trade, middlemen, transportation, money, balance of payments Decision making: market, private enterprise, profit motive, opportunity cost, price competition Economic growth "Take-off" Gross national product

SETTINGS THAT MEET THE CRITERIA
See examples in the discussion that follows.

Processes of Investigation

In the analytic mode, the student utilizes the same processes as in Topics 1 and 2 in analyzing the market economy and in developing additional subconcepts appropriate to that economic system (industrialization, trade, market, price competition, and the like). The process of *generalization* is carried farther than it has been before, to include not only the generation but the testing of hypotheses (for example, the hypothesis that division of labor increases production, as tested by the development of the woollens trade). Still another generalizing process, the use of models, is emphasized (testing the Anglo-American economy of the 18th century against the model of a purely rational market economy).

But in this topic the student is asked to do more than develop and apply abstract concepts and models. Market economies developed at a particular stage in the historical experience of particular Western societies, and this fact carries the student into the integrative mode. Through the processes of *classification* and refined *definition*, he takes his categories from the observed society, reshaping them somewhat for his conceptual purposes (the observed class "Navigation Laws" and related phenomena might, for example, be refined into the concept *mercantilism*). Especially he practices, now for the first time explicitly, *historical integration*, in which he is concerned with the temporal and casual relationships among his refined classes.

It is particularly important for the student to understand that he is inquiring about these phenomena in these two different modes, and to understand why. He should see that for some purposes it is useful, in the analytic mode, to conceptualize market economies abstractly, apart from any particular social setting in which they may be found. He should see that for other purposes it is useful, in the integrative mode, to understand market economies as developing in particular times and places, with particular causes, conditioning factors, and deviations from the pure model. If he has learned to understand the American economic system in its origins both analytically and integratively, he will be able to understand the changed economic system of his own day. That is, he will be able to establish, in the analytic mode, its identities and contrasts with the abstractly conceptualized market system; while in the integrative mode he will be able to assess the historical and cultural forces that have caused it to change and that will affect the direction in which it may change in the future.

Concepts

The objective is to understand market economies in terms of the concept cluster *economic system*. as described in Topic 2. This means also developing the subconcepts that are particularly pertinent to the market type of system. These include, as factors of production, *natural resources, labor, capital, technology, management,* and *entrepreneurship*; as sectors of production, *agriculture, extraction,* and *industry*

(particularly industrialization as an economic process); as divisions of labor, both *occupational division* and *regional division*; as aspects of distribution, *trade, middlemen, transportation, money,* and *balance of payments*; and as aspects of decision making, *market, private enterprise, profit motive, opportunity cost*, and *price competition*. In addition the concept of *economic growth* is introduced, with such related concepts as *take-off* and *gross national product.*

Suggested Settings

If market economies are to be dealt with both analytically and integratively, settings have to be thought about somewhat differently. As long as inquiry is wholly in the analytic mode, choice can be made from a wide variety of settings containing behaviors from which the specified concepts can be derived, while in the integrative mode, inquiry focuses on particular situations or settings.

Market economies arose, by and large, in Western Europe and North America in the period roughly since the fifteenth century. But the focus must be radically narrowed if effective inquiry is to occur. More closely specified settings should be selected – more than one are probably necessary – and collectively they should meet the following criteria: (1) they should be effective vehicles for eliciting the concepts and subconcepts required for understanding the market political system in the analytic mode; (2) they should enable students to inquire into the nature and causes of economic growth in market economies, again analytically; (3) they should permit historical integration of the most critical features of the development and growth of market economies; and (4) they should provide background for understanding the present economic system of the United States.

The following suggested settings meet these criteria:

(1) The woolens trade in England and the Low Countries in the 14th – 16th centuries; the rise of the market. In this setting students should see how the division of labor (both regional and occupational) and, to a lesser extent, improved technology began to create a growing market in the manorial economy of late medieval England and the Low Countries. In this relatively simplified setting such conceptualized phenomena as *trade, middlemen* (the rise of the bourgeoisie!), *transportation, money, private enterprise, profit motive,* and *entrepreneurship* should be clearly evident. The early enclosure movement offers a dramatic context for developing the concept *opportunity cost.*

(2) Anglo-American trade in the 18th century: the creation of an international market. The focus is on Anglo-American trade as a product of the commercial revolution that had accompanied European overseas exploration and colonization. The European and North American economies are seen as resting on a great extension of the regional division of labor and consequently on the international market and international trade. Concepts relating to international trade, such as *balance of payments,* should be developed. British mercantilism should be looked at as an impediment to the development of a fully rational international market. Concepts relating to production should be explored, for example, variability of access to the factors of production for Virginia tobacco planters or West Indian sugar planters as contrasted with English shipbuilders.

(3) The English industrial revolution: the rounding out of the market economy. The primary emphasis is on the role of technological innovation, entrepreneurship, capital, and labor in the early development of the English textile industry. A secondary emphasis is on the shift from mercantilism to laissez-faire economic policies by the British government. Adam Smith's *The Wealth of Nations* could be drawn upon in developing a fully rational model of the market economy.

(4) The American market revolution: "take-off" into sustained economic growth. The subject of economic growth, raised implicitly in the preceding setting, would here be the explicit conceptual focus in the context of the creation of a national market economy in the United States in the early nineteenth century. The conceptual emphasis would be an extension of the regional division of labor as a result of improvements in transportation, with industrialization introduced as a supplementary development. Students might here ask questions about the relationship between economic growth and social characteristics (social mobility as related to entrepreneurship), as well as values (the "Protestant ethic").

(5) The Affluent Society: producer-consumer market relationships, advertising, consumer credit, national-spending decisions, the paradox of affluence and poverty.

Performance Objectives – Illustrative Examples

At the end of this topic the student should be able to:

Given one or more historical settings to study, analyze each society through the use of one or more economic concepts such as needs, production, distribution and decision making.

Define and illustrate the ideology and theoretical functioning of an ideal market economy.

Define and illustrate the concept of "economic take-off."

State generalizations regarding causal factors in the rise of the market economy, and identify weaknesses and/or counter arguments regarding the generalization.

Describe how the market economy was a product of a unique set of social interrelationships.

Contrast integrative and analytical studies by stating how each may be used to investigate market economies.

TOPIC 4: HOW DO DEMOCRATIC POLITICAL SYSTEMS DEVELOP AND FUNCTION?

MODES AND PROCESSES	CONCEPTS
Analysis Observation: selective Classification: constructed classes Definition: behavioral Contrast *Generalization Generating hypotheses Testing hypotheses Using models *Integration* Observation: comprehensive Classification: refined Comparison Similarities of observed events Historical integration Communication	Political system Political culture Authority, legitimacy Political values Political socialization Constitution: prerogative, representation, civil rights and liberties, federalism, separation of powers (executive, legislative, judicial), checks and balances (executive veto, etc.) Decision making Influence: communication, persuasion (propaganda) coercion Political groups: parties, factions, cliques, interest groups, elits Social stratification: status (ascribed and achieved), Man-land ratio
SETTINGS THAT MEET THE CRITERIA See examples in the discussion that follows.	

Processes of Investigation

Inquiry is again both analytic and integrative, using the same processes as in Topic 3 in the same way, applied now to political behavior. The further exercise of this kind of mixed inquiry in a new context is necessary to establish a firm command of the respective uses of the two modes and their relation to each other.

Concepts

The objective is to understand the modern democratic state in terms of the concept *political system*, as described in Topic 1. This means also developing the subconcepts that are particularly pertinent to this kind of political system. Subconcepts related to political culture include: *authority* and *legitimacy, political values,* and *political socialization*. Those related to constitution include: *prerogative, representation, civil rights* and *liberties, federalism, separation of powers* (executive, legislative, judicial), and *checks and balances* (executive veto, bicameralism, etc.). Related to decision making are modes of influence (communication, persuasion and propaganda, and coercion) and political groups (parties, factions, cliques, interest groups, elites). Concepts related to political behavior are *social stratification* (with the associated concepts of status, mobility, caste, race and class) and *man-land ratio.*

Suggested Settings

Again, as in Topic 3, a particular setting is very broad: early modern Western Europe and North America, more particularly England and its American colonies, where the modern democratic state actually first developed. The problem, therefore, is to choose a group of more restricted settings that will: (1) facilitate an understanding of the modern political system; (2) facilitate a historical integration of the development of the modern democratic political system; and (3) provide background for understanding the present political system of the United States.

The following suggested settings meet these criteria:

(1) England in 1688: the Glorious Revolution. This setting would be especially effective for developing understanding in the realm of political culture. The system of newly developing political values can be extracted directly from a classic document, John Locke's *Of Civil Government*, while some of the important constitutional changes can be drawn from the English Bill of Rights. The concept of political socialization can be developed by asking what part of the English population belonged in any significant sense to the politically socialized community.

(2) Massachusetts in the 17th century: the development of representative government. Here the student can inquire into the relationship between man-land ratio, increased social mobility, and the constitutional changes toward broader participation, at the levels of both town and province.

(3) Boston and the Continental Congress, 1763-1776: the American Revolution. While attention would be given to political culture in all its aspects, the emphasis would be on political activity, the character and methods of the American Whig opposition to British policy.

(4) Pennsylvania in 1776: the creation of a democratic state. This study of the adoption of the most democratic of the Revolutionary state constitutions would draw particularly on the concepts of political values, political groups, and constitution.

(5) The United States, 1785-1791: the Federal Constitution and the Bill of Rights. Inquiry would focus particularly on the Constitutional Convention in terms of decision making, drawing upon other conceptual elements of political system in the course of the study.

Performance Objectives – Illustrative Examples

At the end of this topic the student should be able to:

Use concepts of political system and culture to analyze selected historical settings.

Define and illustrate the ideology and theoretical functioning of an ideal democratic state including codified statements.

Contrast the ideals of the democratic state to those of a feudal state, identifying points of similarity and difference.

Contrast the ideal of the democratic state to practices within the democratic state.

State generalizations regarding the causes of revolution.

Given a specific democratic state to study, develop generalizations regarding the casual factors which lead to its rise.

Given a particular cultural setting, state generalizations regarding the interrelationship of the growth of the market economy and the development of the democratic state.

Illustrate how the democratic state was the product of a unique set of factors within a given setting.

Describe the decline of feudal authority and legitimacy in contrast to the rise of the democratic sentiment.

TOPIC 5: HOW ARE DECISIONS MADE IN A COMMAND POLITICAL ECONOMY?

MODES AND PROCESSES	CONCEPTS
Analysis Observation: selective Classification: constructed classes Definition: behavioral *Contrast Generalization *Integration* Observation: comprehensive Classification: observed classes Definition: refined *Comparison Communication	Political systems Political culture Constitution: communism, party bureaucracy Decision making Economic system Needs Production Factors of production: socialism (government ownership) Sectors of production Division of labor Distribution Decision making: central governmental planning and direction Economic growth "Take-off" Gross national product
SETTINGS THAT MEET THE CRITERIA See examples in the discussion that follows.	

Processes of Investigation

In the analytic mode, inquiry seeks to develop concepts that characterize command economic systems with emphasis on contrast of command systems and other systems. At the same time inquiry in the integrative mode looks to the crucial elements in the Russian experience that have produced this particular form of command sytem.

Concepts

The emphasis is again on political system and economic system. The concept of *economic growth* and those subconcepts that are particularly germane to the Soviet command systems, such as *communism, party bureaucracy,* and *central government planning and direction* are used in this study.

Suggested Settings

The suggested setting is the Soviet Union. A more narrowly focused setting could be selected to facilitate inquiry into the crucial characteristics of a command political economy. The setting chosen should enable students to ask how the Soviet system is most like other systems, as well as how it is most different from other systems. Characteristics to be considered in the choice of settings should include: the relationship of the political group in control to the state, a major economic decision or policy, a change of regime, processes for accommodating individual wants to the centrally defined goals (incentive systems, distribution of consumer goods, and the like), and the status system and degree of social mobility.

Performance Objectives – Illustrative Examples

At the end of this topic the student should be able to:

Define and illustrate political and economic aspects of a command economic system.

Contrast the political and economic system of a command economy with the ideals of the liberal state and point out areas of agreement and differences.

Contrast the ideological rationale for a command political economy with its practices and state points of agreement and differences.

Describe the relationship between past practices and systems and the development of a command political-economic system.

State generalizations regarding the interrelationship of political-economic decision making in a command system.

Defend a position regarding the merits of a command vs. a noncommand system.

TOPIC 6: HOW ARE DECISIONS MADE IN THE MIXED POLITICAL ECONOMY OF THE PRESENT-DAY UNITED STATES?

MODES AND PROCESSES	CONCEPTS
Analysis Observation: selective Classification: constructed classes Definition: behavioral *Contrast Generalization *Integration* Observation: comprehensive Classification: observed classes Definition: refined *Comparison Communication	Political system Political culture: party identification Constitution Decision making Influence: communication (mass media), persuasion, coercion, (civil disobedience) Political groups: parties, factions, cliques, interest groups, elites Economic system Needs Production Factors of production Sectors of production Division of labor: automation Distribution: labor unionization, welfare state, advertising Decision making: mixed (market and government regulation); fiscal and monetary controls, corporation, labor union, monopoly, oligopoly, countervailing powers

SETTINGS THAT MEET THE CRITERIA
See examples in the discussion that follows.

Processes of Investigation

Inquiry is to the same purposes and utilizes the same processes as in Topic 5.

Concepts

Once more the emphasis is on political system and economic system to develop those subconcepts that are particularly germane to the mixed political economy of the present-day United States, such as *government regulation, fiscal and monetary controls, corporation, labor union, monopoly, oligopoly, advertising,* and *countervailing powers.* Crucial characteristics of the present political economy of the United States are to be identified by contrasting it with the earlier American political economy and with the political economy of the Soviet Union.

Suggested Settings

The general setting of the United States must be narrowed to a selection of narrowly focused settings (or case studies) that will facilitate inquiry into crucial characteristics of the political economy. Characteristics to be considered in the choice of settings might include such things as: (1) the competitiveness and effectiveness of the market (as affected by advertising) as a system for deciding what should be produced; (2) the role of citizens (through political parties) in deciding who should be President; (3) the role of corporate management, labor unions, and government in determining the wage level; and (4) the factors affecting a governmental decision (involving Congressional action) related to the maintenance of economic stability and growth.

Performance Objectives — Illustrative Examples

At the end of this topic the student should be able to:

Define and illustrate the elements of a mixed political economy.

Contrast the ideology of the democratic state to the practices of the mixed political-economic system and state the differences and similarities.

Contrast the economic and political decision making of a command system to that of a mixed political-economic system.

State generalizations regarding the relationship of ideology and practice in a command and a mixed political-economic system.

Describe the actual changes which led to the mixed political economy in comparison with the ideal and practical description of the democratic state.

State generalizations regarding the causes of the changes from the ideals of the democratic state to modern mixed political economies.

Contrast the role of the individual in the decision making processes of a commend and a mixed political-economic system.

Develop a model to show ways an individual in a mixed political economy can affect decision making.

State generalizations regarding social problems and their effects on the change from the ideals of the democratic state to the system of mixed political-economic states.

Identify social conditions or problems which may lead to further alterations of the mixed political-economic state.

TOPIC 7: HOW CAN UNDERDEVELOPED SOCIETIES COPE WITH THE DEMAND FOR RAPID MODERNIZATION?

MODES AND PROCESSES	CONCEPTS
Analysis All the processes, but especially– *Contrast *Generalization *Inference	Underdeveloped societies The revolution of rising expectations Political modernization All the concepts developed in Topics 1-6
Integration All the processes, but especially– *Comparison *Inference	
Valuing Defining the problem *Identifying, examining and refining relevant values Identifying relevant information Generating trial solutions *Testing solutions *Deciding Communication	

SETTINGS THAT MEET THE CRITERIA
See examples in the discussion that follows.

Processes of Investigation

In this topic the complete range of inquiry processes is used.

The emphasis, however, is on the use of the valuing mode which brings into use the process of *inference.* (For example, in considering the problem of economic growth in Brazil, one would ask whether generalizations, drawn from analysis, about the indispensability and methods of capital accumulation are applicable to the problem at hand; similarly one might ask whether a conclusion about the importance of developing a national transportation network, drawn from studies of economic growth in the United States, was applicable to the Brazilian situation.) Students should be made aware of *inference* as a conscious process, so that the dangers of misplaced inference and overgeneralization can be avoided.

Inquiry in *valuing* should start with a clear definition of the problem. This must necessarily be accompanied by deciding what is wished or valued, a choice that often takes the form of establishing priorities among competing values. Students should realize that values are often unconscious, confused, and mutually contradictory. Therefore the first step in valuing must be to examine values in the area of the problem and decide which are most relevant. The next step is to refine and make consistent those values that are most relevant to the problem. Having defined the problem and established the relevant values, the next task is to identify relevant information, particularly conclusions drawn by inference from the analytic and integrative modes of thinking. This information provides the basis for generating one or more trial solutions, or alternative courses of action. One then tests these solutions by trying to predict their consequences as carefully and fully as possible; and on the basis of the tests one decides for the solution that comes closest to solving the problem, while having the fewest undesired consequences in other areas.

In this Topic the student puts himself in the place of the decision maker in a particular modernizing society and attempts to develop his decision in terms of the real possibilities and limits in the society.

Concepts

The focus is on underdeveloped societies which are in various stages of modernization and the interrelated processes of economic development and political modernization. Within this context the student has an opportunity to draw upon and integrate all the conceptual understandings he has developed in Topics 1-6. In this study, he sees the various political and economic systems previously studied as possible models. He draws upon the understanding he has developed of political and economic processes to judge the probable consequences of this or that course of action.

Suggested Settings

At least two societies which are in the process of modernization should be studied, in order to understand the great differences in the situations and problems of such societies. The two should be drawn from different parts of the world. Brazil would be a particularly interesting case, because of its geographical and social diversity and its enormous resources and economic potential. Ghana, or another newly independent African nation, would illustrate the difficulty of developing a modern political system to replace an imperial regime and in a context of tribal rivalries.

Performance Objectives – Illustrative Examples

At the end of this topic the student should be able to:

Given a specific underdeveloped nation to study, define and illustrate the economic and social problems of that nation.

Describe the traditional value system of an underdeveloped area and the impact of these values on the development or lack of development of the area.

Define and illustrate the elements needed for economic development and relate each of these in an analysis of the developmental potential of an underdeveloped area.

State the procedures for rational decision making.

Propose solutions for the political and economic needs of an underdeveloped area.

State generalizations regarding the interrelationships of politics and economics in an underdeveloped area.

Contrast the problems and goals of at least two underdeveloped areas and compare the techniques employed for development.

TOPIC 8: HOW DID THE EMERGENCE OF CITIES CHANGE THE LIFE OF MAN?

MODES AND PROCESSES	CONCEPTS
Analysis Observation: selective *Classification: constructed classes *Integration* All the processes, but especially— *Cultural integration (Historical integration)	The food-producing revolution ("the great transformation") Types of societies: tribal, peasant-urban, rural-urban Urban functions City-hinterland interaction
SETTINGS THAT MEET THE CRITERIA See examples in the discussion that follows.	

Processes of Investigation

Inquiry is first integrative and then analytic. An instance of the creation of urban life is observed through artifacts such as potsherds and early documents. Utilizing such evidence as survives, the student inquires in the integrative mode, especially through the process of *cultural integration.* Shifting to the analytic mode, he then studies general characteristics of the phenomena he has examined, engaging particularly in the classification of patterns of behavior in terms of constructed classes (in this case a typology of societies and several concepts concerning urban characteristics and relationships).

Concepts

This Topic marks the transition from a comparative-historical study of political-economic systems to a final segment of study where the understanding of political-economic systems will be brought to bear in a consideration of the urban environment.

The conceptual focus is on the food-producing revolution, the associated development of urban life, and the changes in culture ushered in by that revolution. In this context the student develops basic concepts, such as *urban function* and *city-hinterland interaction*, that he will be using for analysis of urban life generally.

Suggested Settings

The principal setting should be one of the most ancient peasant-urban cultures for which adequate evidence has survived, for example, Sumer. But comparative reference should be made to a selected contemporary peasant-urban culture to underline the point that this is a general human phenomenon not restricted in time.

Performance Objectives — Illustrative Examples

At the end of this topic the student should be able to:

State generalizations regarding the connection between the agricultural revolution and the rise of cities.

Compare the population densities, political, economic and social systems before and after the agricultural revolution.

Compare technologies of the post-agricultural revolution period with those of a modern peasant-urban setting to identify points of similarity and difference.

State generalizations regarding the transformation of values as a result of permanent settlement (e.g., the notion of territory, idea of property) that apply to modern as well as to ancient settings.

TOPIC 9: HOW HAVE CITIES VARIED IN THEIR FUNCTIONS AND CHARACTERISTICS?

MODES AND PROCESSES	CONCEPTS
Analysis Observation: selective Classification: constructed classes Definition: behavioral *Contrast Generalization *Integration* All the p. ses, but especially– *Cultural integration (Historical integration)	Urban functions: commercial, Political, military, cultural, multiple, etc. Urban location City-hinterland interaction
SETTINGS THAT MEET THE CRITERIA See examples in the discussion that follows.	

Processes of Investigation

Inquiry in this Topic is weighted on the analytic side, as the student seeks to develop a conceptual understanding of the characteristics and functions of cities and urban life under a wide variety of preindustrial conditions. Emphasis is on *contrast* among the cities studied in terms of the listed concepts. Use is also made of *generalization* (for example, the generation and testing of hypotheses about urban location). The cities are also studied to gather information for cultural integration and implicitly, historical integration.

Concepts

The emphasis is on the varying functions of cities and characteristics of urban life as related to functions. The approach is from the point of view of regional and urban geography, with attention to such concepts as *urban location* and *city-hinterland interaction.*

Suggested Settings

Probably four cities will provide the desired range of variation, while no more than four can be studied in adequate depth without taking undue time and creating undue repetition of conceptual themes. The cities selected should be of different functions, periods, and cultures, but all should be preindustrial, in view of the emphasis on industrial cities in the following topics. Consideration of building knowledge for historical integration suggests the special advantages of ancient Rome (a city with pre-eminent political functions), Renaissance Venice (a middleman between three cultures), and Reformation Geneva (a religious center). The fourth choice might be a major Far Eastern or African city – Canton, Peking, Tokyo, Calcutta or Nairobi – in the early modern period, both before and after the first major Western penetrations of the area.

Performance Objectives – Illustrative Examples

At the end of this topic the student should be able to:

Define and illustrate the functions of at least four different types of preindustrial cities (e.g., administrative, religious).

Define and illustrate the reasons for preindustrial urban location.

Define and illustrate the influence of preindustrial urban areas on their hinterland.

Contrast the functions of the preindustrial cities selected for study.

Contrast the differences and similarities between selected preindustrial and modern urban area (the latter on the basis of the student's untutored perception of the modern urban area).

TOPIC 10: HOW HAS MODERN URBANIZATION CHANGED THE LIFE OF MAN?

MODES AND PROCESSES	CONCEPTS
Analysis	Industrialization
Observation: selective	Rural-urban shift, migration
Classification: constructed classes	Urban functions: commercial, political, military, cultural, services, recreational, multiple, etc.
Definition: behavioral	
*Generalization	
Integration	Urban location
Cultural integration	Intra-city patterns of location
	City-hinterland interaction
Valuing	Interaction among urban areas
	Location, movement, and interaction of social groups in the urban environment
	Metropolis, megalopolis
	Natural resources, conservation

SETTINGS THAT MEET THE CRITERIA
See examples in the discussion that follows.

Processes of Investigation

Inquiry is again principally in the analytic mode, as students develop the concepts for understanding the modern urban environment. *Generalization* is especially practiced (in generating and testing hypotheses to explain rural-urban shift and urban characteristics). Again this primary activity is supplemented by *cultural integration* (the comprehensive understanding of particular cities). In addition, *valuing* is used (as students become aware of their attitudes about their own environment).

Concepts

The initial focus is on the massive rural-urban shift of recent times and the associated phenomena of industrialization and migration. Students ask why and how this shift to urban living has occurred, how the nature of the city has changed, and how the nature of life has changed under conditions of modern urbanization. They ask what determines the location and the physical arrangements and characteristics of the modern city (urban functions, urban location, intracity patterns of location). They ask about the relationship between a city and other cities (interaction among urban areas), and between a city and the area around it (city-hinterland interaction). They ask how man's relationship to the natural environment and natural resources has changed, and what new problems this has produced (conservation). Finally, they ask how relationships among social and ethnic groups have changed under modern urban conditions (location, movement, and interaction of social and ethnic groups in the urban environment).

Suggested Settings

The primary setting is the student's own metropolitan area or the nearest large metropolitan area, with comparative reference to other cities and societies as appropriate, and to nearby rural areas.

Performance Objectives — Illustrative Examples

At the end of this topic the student should be able to:

Develop generalizations regarding the impact of the industrial revolution on the changing nature of urban areas.

Define and illustrate the concept of urban function (post-industrial) and the interrelationships of an urban area and its hinterland.

Use concepts from urban geography to analyze the local urban area (or other urban areas).

Identify and analyze social problems in urban areas and propose relevant courses of action.

TOPIC 11: HOW CAN THE QUALITY OF URBAN LIFE BE IMPROVED?

MODES AND PROCESSES	CONCEPTS
Analysis All the processes, but especially— *Inference *Integration* All the processes, but especially— *Inference *Valuing* *All the processes	The aesthetic quality of the urban environment Decision making for the city All the concepts utilized in Topics 8-10
SETTINGS THAT MEET THE CRITERIA See examples in the discussion that follows.	

Processes of Investigation

As in Topic 7, the emphasis is on the full range of tasks in the valuing mode, though in this topic relatively greater attention is devoted to defining the problem (deciding in what respects, in view of one's values, the quality of urban life should be improved). And again the entire range of inquiry processes, especially *inference*, are used.

Concepts

All the concepts developed in Topics 8-10 will be used in addressing the valuing problem of how the quality of urban life can be improved. The study should include physical and aesthetic characteristics of the city (housing, transportation, and other aspects), social services and facilities (health, education, recreation, cultural activity), and relations among social and ethnic groups. Particular attention should be given to the process and institutions of planning and decision making for the city and their adequacy (by whom and at what level, local, regional, state, or national).

Suggested Settings

The primary setting, continued from Topic 10, is the student's own metropolitan area or nearest large metropolitan area, with comparative reference to other cities and societies as appropriate.

Performance Objectives — Illustrative Examples

At the end of this topic the student should be able to:

Define and illustrate political and economic decision making processes in a modern urban area.

Develop solutions to selected urban problems (using the processes outlined in the valuing mode).

Develop criteria to identify strengths and weaknesses in arguments for and against current proposals for meeting urban problems.

Grades 10-11: Man: Past and Present (Historical Integration)

The program in these years is specifically historical. These studies build upon the numerous historical studies in the earlier grades (historical integration). In Grades 10 and 11 historical integration becomes the primary objective.

This block of learning serves two purposes. First it affords the student exercise in integrating the different kinds of social-sciences learning he has experienced. In setting out to deal with each successive historical situation, he is asked to consider which of the previously mastered inquiry processes, concepts and generalizations may be most fruitfully employed. Thus these two years of historical study may be seen as a synthesizing experience in applying and sharpening the skills and understandings developed in Grades K-9.

Second, this block of learning is designed to realize the special values of historical study *per se* and to understand the relation between past and present. By studying the history of Western man and the United States, the student is better enabled to understand, and hence to deal with, his own time and social setting. Equally important, by studying the historical experience of societies very different from his own, the student extends his understanding of the range of social situations human beings have experienced and of the complex interrelationships among the components of changing human and social situations.

The historical studies in these two years, as well as the historical settings in the earlier grades, include a year's study of United States history, a half year or slightly more devoted to some central issues of modern world (mainly Western) history, and a half-year or slightly less devoted to the history of a non-Western society. In view of the difficulty American students will have in getting "inside" non-Western societies, the intensive treatment of a single non-Western society is preferred to a broader and necessarily more superficial study of non-Western historical experience in general.

These studies are arranged by Topics as follows:

Topic 1: How did the United States come to be the way it is, and how is it changing?
Topic 2: How have national groupings and conflicts affected the life of man?
Topic 3: How has India maintained its cultural unity over such a long period and such a diversity of peoples?
OR: How did China develop mankind's most durable socio-political system, and why has it been replaced?
OR: Why has Japan become Asia's only technologically advanced society?

There are some advantages in studying these Topics in the sequence as listed. The problems dealt with in Topics 2 and 3 probably require greater maturity than those dealt with in Topic 1, because they are less familiar to the student. A firm grasp of the American historical experience will probably increase the comparative insights to be gained by studying other historical experiences. But these advantages are not so compelling as to rule out a different sequencing of the Topics.

The Topics in these historical studies are further divided into Subtopics. The "historical wisdom" that is the main objective cannot be derived from a comprehensive, and therefore necessarily superficial, factual knowledge of the chronological history of any society. Chronological comprehensiveness must be sacrificed to intensive inquiry at critical points. What is important is a growing competence in historical integration and thus the development of a view of historical reality that is relevant to the student's sense of identity and his increasingly refined values. This means that the student must, to some extent, go through the same steps as the historian from evidence (sources) to hypothesis to testing (further evidence) to generalization.

The closely focused Subtopics which this kind of "inductive" or "discovery" inquiry requires are related to each other by chronological and thematic progression. While the student should understand that his studies are therefore somewhat prestructured to lead him in promising rather than futile directions, every effort should be made within Subtopics to preserve opportunities for the student to see for himself some things that are not preprogrammed as well as some possibility for variation in the preprogrammed outcomes. Each Subtopic should be introduced in such a way that the student can see its relevance to him and the world in which he lives.

A further modification of format for presenting this block of learning is dictated by the fact that inquiry processes and basic concepts remain constant throughout the two years. All inquiry processes contribute to historical integration and will be drawn upon. While valuing does not enter directly, it cannot be divorced from historical integration. Insofar as historical inquiry is related to considerations of present identity, personal or social, values necessarily enter. In looking at the undifferentiated past, the student of history picks out for study those aspects that seem to him "significant," which is to say, those aspects that have an important relationship to his present and to the questions "Who am I?" "Who are we?" He "cares" about this or that aspect of the past because of its relation to an aspect of human experience about which he "cares" in the present. Legitimately entering into historical inquiry in this fashion, values can distort the inquirer's perception or

interpretation of the past, particularly if they operate covertly or unconsciously. Therefore it is important that students remain aware throughout these studies of the role of values in historical inquiry.

The methodological issues surrounding the process of historical integration should be explicitly raised in connection with the first Subtopic of historical study. Students should be asked to consider the necessity of selecting certain aspects of the past for study, the criterion of "significance," the role of values, the central problem of causation, the nature and limitations of historical evidence (including the evaluation of sources), the use of hypothesis, and the nature and limitations of historical "proof" and argument. These methodological considerations should be developed, not in the abstract, but in the course of dealing with the substantive historical problems posed by the Subtopics.

Like the inquiry processes involved, the concepts basic to historical inquiry remain constant throughout the two years. These concepts are special ways of viewing social reality that are most characteristically used in historical integration. One is the idea of *change over time.* A second, the *interrelatedness of past and present,* is concerned with the way the present influences our perception and use of the past, as well as the way the past and perception of the past influences the present. Third, the historian shares with other students of society, particularly, the cultural anthropologist, a preoccupation with the *interrelatedness of all aspects of a society.* Finally, the concept of *multiple causation* reflects the historical inquirer's persistent preoccupation with the question of why things have changed the way they have, and his conviction that single factors do not often account for the larger patterns of change. In addition to these basic historical concepts, all the concepts developed in Grades K-9 will be drawn upon throughout these two years of historical study.

Therefore inquiry processes and basic concepts need not be discussed further in connection with the separate Topics and Subtopics, and the following table applies to the entire two years of study.

MODES AND PROCESS	CONCEPTS
Analysis and Integration All the process, as they contribute to— *Historical integration *Valuing*	All the previously developed concepts, as they relate to— Change over time Interrelatedness of past and present Interrelatedness of all aspects of a society Multiple causation
SETTINGS THAT MEET THE CRITERIA See examples in the discussion that follows.	

Suggested settings and more specific concepts, drawn from those developed in preceding grades, will be discussed in connection with Subtopics rather than Topics.

TOPIC 1: HOW HAS THE UNITED STATES COME TO BE THE WAY IT IS, AND HOW IS IT CHANGING?

The study of United States history should be developed around a selection of the most critical dimensions of American development. Each dimension should be examined in the general period that seems most appropriate, and the resulting Subtopics should be arranged in a generally chronological, though often overlapping order. In this way the advantages of both thematic analysis and chronological relationships can be examined. Within each Subtopic the study should proceed through close analysis of carefully selected and narrowly defined settings. The Subtopics below are suggested as one way in which such a unit of study may be organized. These are not meant to be prescriptive, but alternative patterns should be selected with great care in order to fit the needs of this unit. The study should conclude with an analysis of the contemporary United States in terms of the selected dimensions.

Each Subtopic should be introduced in a setting that makes clear the relevance of the dimension being studied to the student's own world. Students should be asked: "Why do we ask this question of history?" "What validity can the historian assign to his findings?" "What is meant by relevant if it is not simply synonymous with contemporary? Each Subtopic should conclude by re-asking the same questions, in order to enable the teacher to evaluate the student's progress by comparison of "before" and "after" responses.

Subtopic 1a: How did the social structure that the colonists brought from Europe change in the course of their life in America?

Concepts

This study makes extensive use of the previously developed concepts related to social stratification, particularly *status* (ascribed and achieved), *caste, class,* and *social mobility.* The concept of *man-land ratio* will be especially useful in explaining differences between the stratification systems in England and the American colonies. Using these concepts, students should inquire into the rigidly stratified society of late medieval England; the increased mobility (both up and down) of Elizabethan times, especially as this relates to motives for migrating to the American colonies; the loosening of social cohesion and stratification during the early period of colonization; the counter-movement toward a more rigid and elaborated stratification system as opportunities for wealth opened up; the continuing opportunities for mobility provided by frontier and urban environment; and the high degree of mobility and egalitarianism that was manifest in the early decades of the nineteenth century. The overriding question is the degree to which the American stratification system diverged from that of England, and the reasons for the divergence. Students might also ponder the value implications of high mobility, by comparing the lot of low-status groups (including ethnic groups) in rigidly stratified societies and in mobile societies with widespread expectations of status achievements.

Suggested Settings

The settings might include: (1) stratification and mobility in the student's own society as related to his aspirations for a certain style of life; (2) social stratification on an English manor in the 14th century, as in G. G. Coulton, *Medieval Panorama;* (3) selected instances of mobility in Elizabethan England (a merchant, an enclosing landlord, an impoverished gentleman, the urban poor); (4) loosening social cohesion and stratification in a New England town in the 17th century; (5) William Byrd II as an instance of the rise of the Virginia gentry in the 18th century; (6) Benjamin Franklin as an instance of urban social mobility; (7) mobility in relation to cheap land as portrayed by Crèvecoeur; (8) mobility and egalitarianism in the Jacksonian era as portrayed by foreign observers.

Performance Objectives – Illustrative Examples

In studying the social-stratification systems of England and her American colonies in the 17th and 18th centuries the student should be able to:

Define social stratification and use the definition to classify social structures in the colonies and in his own environment.

Define social mobility and assess its effects upon the value systems of the colonists and later Americans.

Given a colonial society, relate changes in social class to the environment, sequence of political events, and the set of values of the people.

Describe patterns of social behavior in the colonies in terms of a refined definition of labor systems.

Concepts

The basic theme is the development of nationalism in its several aspects, seen first in the sense of mission of the New England Puritans; developing unconsciously in the practice of colonial political autonomy; crystallizing in the bid for independence; maturing in the efforts to develop a national culture; and culminating in the expansionism of the first half of the nineteenth century.

Suggested Settings

After a brief survey of symbols and manifestations of nationalism in the student's experience, development of nationalism might be analyzed through some of the following contexts: (1) the first generation in Massachusetts Bay as "a city set upon a hill," "the vanguard of God's Providential design for mankind;" (2) the land-bank struggle in 18th-century Massachusetts: the defense of colonial autonomy; (3) the decision for independence in 1776: Thomas Paine defines American nationality and virtue; (4) the symbols of nationality: the Fourth of July in the early republic; (5) the campaign for an American culture: Noah Webster's *An American Dictionary of the English Language,* Cooper's *The Deerslayer* (followed by Mark Twain's "Fenimore Cooper's Literary Offenses"), the Hudson River School of Painting, and Emerson's *The American Scholar;* (6) the Manifest Destiny of the Americans: the war with Mexico.

Performance Objectives — Illustrative Examples

In studying the development of a sense of American nationality prior to the Civil War the student should be able to:

Define nationalism and identify those aspects of social, economic, and political growth, 1744-1850, which contributed to American nationalism.

Identify the features of American life that impaired a sense of nationalism during the period 1744 – 1850.

Assess the importance of nationalism during specific periods of the era.

Compare expression of contemporary American nationalism with previous manifestations.

Subtopic 1c: How did Americans develop a more democratic political system?

Concepts

This study would extend the concepts associated with political system, especially *political socialization,* the *modes of political influence,* and *political groups and parties.* Inquiry would start with an examination of deferential politics in the colonial period and the role of cliques and factions. Next students would examine the politicalization of new strata of the population during the Revolutionary crisis and accompanying the development of the first party system in the 1790's. The study would then turn to the revival of the two-party system and the full development of popular sovereignty in the 1820's and 1830's. The operation of the two-party system would be analyzed, emphasizing the nature and determinants of party identification and voting behavior, the major parties as coalitions, and the decentralized and federal character of the American party system. The persistent question is: "To what extent does the political system, at various stages, enable majority interests and opinions to influence public policy, and why does (or does not) the system change?"

Suggested Settings

The study might begin in the student's own world by asking him to consider honestly two questions: "How important are government actions to him, compared with other things that are important to him, and therefore how much time and effort is it sensible for him to spend in trying to influence those actions?" "What is the most effective way for him to spend that time, and how much does he think he can influence the government?" After this orientation to a basic dimension of political socialization, the following settings might be explored: (1) deferential politics in 18th-century Virginia; (2) the erosion of deferential politics: "the mob" in New York City, from the Liberty Boys to the emergence of Tammany and the election of Jefferson; (3) the drift toward popular sovereignty: the Presidential elections of 1824 and 1828; (4) popular sovereignty at the grass roots: the political career of Davy Crockett; and (5) the operation of the two-party system: the Presidential election of 1844.

In studying the American development of a democratic political system the student should be able to:

Use the concepts associated with political systems previously developed in the analytic mode to describe the decentralized and federal character of the American party system as it developed, 1760-1860.

Explain how the principle of compromise affected party policies during the era 1760-1860.

Use the description of the American political system to assess the effects of conflicting interests on public policy and changes in the system.

Describe ways that an individual might choose to participate effectively in influencing public policy.

Subtopic 1d: What impact has the introduction of enslaved Africans had on American life?

Concepts

The emphasis is on the pull between those forces in American life making for the establishment and perpetuation of African slavery and those making for its abolition. Such concepts as *caste, ethnocentrism, racism, values,* and *ideology* are centrally involved. Students should consider why slavery was established, why it was abolished in some places and not others in the Revolutionary period, why and how white southerners came to defend it more strongly and northerners to attack it more strongly, why the southern states seceded, and why emancipation accompanied the Civil War.

Suggested Settings

The study might start with a question about the student's own community: How might it be different if Africans had come freely to America like other immigrants, instead of being enslaved? Then the following settings might be utilized: (1) from indentured servants to slaves: Africans in 17th-century Virginia; (2) Revolutionary idealism and the retreat of slavery: abolition in Pennsylvania and Jefferson's view of slavery in Virginia; (3) the southern defense of slavery: Nat Turner's Rebellion, the Virginia slavery debate of 1831-1832, and the pro-slavery argument; (4) group reactions to slavery: colonization movement and settlement in Liberia; abolitionists, the "underground railroad" and Harriet Tubman; (5) the northern attack on slavery: John Brown from Bleeding Kansas to Harper's Ferry; (6) the Union breaks: the Charleston Democratic convention, the Presidential election of 1860, and the secession of South Carolina; and (7) emancipation: Lincoln, the Radical Republicans, and the Emancipation Proclamation.

Performance Objectives — Illustrative Examples

In studying the impact of enslaved Africans on American life, the student should be able to:

Compare in behavioral terms the effects of slavery upon the enslaved and the enslavers.

Define race, racism, caste, and ethnocentrism and apply the definitions to historical and contemporary multiracial situations.

Assess the effect of Revolutionary idealism and Abolitionism on the established political order prior to the Civil War.

Identify himself and his behavior in relation to the conflicting values inherent in the abolitionist movement.

Concepts

The concepts in the previous Subtopic continue to be developed, as the continuing discrimination against emancipated slaves and their descendants is studied. Another dimension of discrimination – that against ethnic groups who were not descendants of slaves and whose skin was not black – comes under consideration. Students should begin by inquiring into the failure of the Reconstruction and the deepening racism and discrimination that spread from the rural South to the northern cities with the migration of the Black in the 20th century, with the attendant tensions and problems. They should evaluate the different strategies for Black leadership, and should inquire how and why the Supreme Court changed its position on the constitutionality of various forms of discrimination.

A balanced approach to this unit might embrace an analysis of Irish immigration from the nativism of the 1840's to the success of John F. Kennedy in 1960. And finally, the complexity of the American situation might best be understood by looking at the failure of the "Melting Pot," with the rise of Social Darwinist thought, the "New Immigration" of the late 19th century, and the creation of a restrictive immigration policy after World War I. Conflicts and attitudes toward the Chicano and Indian in California in contemporary times could serve to make the issues of discrimination and cultural diversity most relevant to students here.

The central problem throughout is to understand the factors in American society that have assisted and resisted the integration of culturally and racially diverse groups as fully equal citizens.

Suggested Settings

The study might start with a question about the student's own community: "How might it be different if Reconstruction had succeeded in integrating Blacks into American life on a basis of equality?" Then settings such as the following might be used: (1) the failure of Reconstruction: the Port Royal experiment in South Carolina, the Radical Republican regime, and the victory of the "Redeemers;" (2) racism north and south: migration of southern rural Blacks to northern cities; (3) the Constitution and discrimination: *Plessy v. Ferguson* and *Brown v. Board of Education*; (4) ethnic groups within the American society, including studies of leadership strategies: Americans of African, Chinese, Indian, Irish, Japanese, Jewish, Mexican, Puerto Rican heritage.

Performance Objectives – Illustrative Example

In studying the post Civil War discrimination against Blacks and other ethnic groups that continues to generate tensions and conflict in American life, the student should be able to:

Assess the role of government (federal, state, and local and their executives, legislatures, and judiciary) in perpetuating or improving conditions of ethnic groups in areas such as housing, education and employment opportunities.

Given a specific ethnic group for study, identify their aspirations and achievements in the light of the stereotypes and restrictions placed upon them subsequent to the Civil War.

Given a particular social setting for study, define in terms that can be behaviorally classified how segregation and integration are practiced.

Identify himself and his behavior with the reality of given situations and strategies in the efforts of ethnic groups to attain equality.

Subtopic 1f: How has the United States responded to industrialization and large-scale business organization?

Concepts

The objective is to inquire into the causes and consequences of the movement toward consolidation and large-scale organization in business, labor, agriculture, government, and other aspects of life. Relevant concepts include *competition, monopoly, oligopoly, labor unionization, corporate organization, government regulation,* and *welfare state.*

Suggested Settings

Inquiry might again start with the student's own community. The class might be asked to design and conduct a survey of what proportion of the labor force and what proportion of the economic activity fell within the sphere of large-scale organization as opposed to individual or small-scale enterprises. The class itself might be surveyed as to career aspirations, whether in large-scale organizations or individual enterprises and the reasons for the choices. Inquiry might then proceed in the following contexts: (1) business consolidation: the Standard Oil Trust, the Sherman Anti-trust Act, and the pattern of concentration; (2) Theodore Roosevelt and the Progressive Mentality; (3) consolidation in the 1920's in relation to the Great Depression; (4) the New Deal and labor: organization of the steel industry; (5) the New Deal and social welfare: the Social Security system; (6) the Fair Deal and government responsibility for the economy: the Maximum Employment Act of 1946.

Performance Objectives — Illustrative Examples

In studying the manner in which Americans have tried to cope with the growing concentration of population, business, labor, and agriculture, the student should be able to:

Given two or more historical settings in points of time, compare the definitions of relevant concepts such as immigration, migration, urbanism, competition, monopoly, oligopoly, unionization, government regulation, and social welfare.

Given specific factors about business or agricultural concentration such as consolidation or organization, identify their effects on the established order of life in a particular community in the United States.

Identify his own values and behavior that have been affected by the growing concentration of population, business, labor or agriculture.

Evaluate solutions to problems arising from increased concentrations in relation to the value and behavior patterns existing at a given time.

Subtopic 1g: How have Americans been affected by their relations with the rest of the world?

Concepts

This Subtopic raises two different kinds of questions about a series of critical episodes in the international relations of the United States. The first question is "Why did the United States act as it did in each of the episodes? The second question is "What national interests and ideals are vital, and how they should enter into the country's foreign policy. Concepts involved in these questions include: *national interest, ideals* and *ideology, national security, foreign markets* and *investments, neutral rights, imperialism, alliances, aggression, embargo, foreign aid, public opinion, propaganda, sphere of influence,* and *collective security.*

Suggested Settings

A great variety of settings would be suitable for this Subtopic. They might include: (1) the national interest during the 19th century era of isolation: the Louisiana Purchase, the Embargo, and the declaration of war in 1812; (2) economic interest and American imperialism: the Roosevelt Corollary; (3) "saving the world for democracy": the decision for war in 1917; (4) national interest and national ideals: American involvement in World War II; (5) national interest and national ideals: the beginnings of the Cold War and involvement in Asia.

Performance Objectives -- Illustrative Examples

In studying how Americans have been affected by their relations with the rest of the world, the student should be able to:

Assess foreign-policy decisions in terms of outcomes that affected the national interest, national security, and international standing.

Evaluate American behavior in a series of foreign-policy decisions in terms of international involvement and collective security.

Identify the values and behavior of groups which resulted in conflict between the parochially oriented and the internationally oriented Americans.

Relate his own value system and aspirations to a given episode in American foreign relations.

Subtopic 1h: Where is American society headed today?

Concepts

This Subtopic brings together the concerns of the previous Subtopics in the context of the contemporary United States. The concerns of Subtopics 1a, 1d, and 1e are brought together in a focus on justice and equality of opportunity for all Americans. The concerns of Subtopics 1e and 1f are brought together in a focus on the effectiveness of democratic controls over public policy. And the concerns of Subtopics 1b and 1g are brought together in a focus on the national interest and America's role in the world.

Suggested Settings

Many different settings will be appropriate, and the appropriateness of settings may change from year to year. The following are illustrative: (1) poverty, mobility and welfare; (2) civil rights: alternative strategies for justice; (3) the Cold War: majority opinion and foreign-policy decisions; (4) democracy and civil liberties.

Performance Objectives – Illustrative Examples

In bringing together and focusing upon major concerns in contemporary America the student should be able to:

Draw inferences in writing from data gathered through a comparison of past with present views of a current issue.

Given a major public-policy decision in a specific area such as poverty, welfare or civil rights, develop criteria to evaluate its effectiveness.

Identify his own values and behavior in relation to major public-policy decisions.

TOPIC 2: HOW HAVE NATIONAL GROUPINGS AND CONFLICTS AFFECTED THE LIFE OF MAN?

This study seeks to provide an understanding of major phases in the development of the modern (mainly Western) world. A particular objective is to enable students to gain historical perspective on what may be the most pressing problem of the contemporary world, the control of war. Suggested themes are: the origins, nature, and psycho-philosophical foundations of the nation-state; the causes and nature of aggression among organized politics; the role(s) of military establishments; and, developments in methods of waging and controlling war. Each theme is pursued through intensive inquiry into carefully selected cases.

Subtopic 2a: What makes a "state" a "state"?

Concepts

In this Subtopic students should come to understand that the national state is a relatively modern phenomenon, and to inquire about how the state emerged and managed to command the loyalty of its citizens. The concepts of *sovereignty*, *authority*, and *legitimacy* are central to this analysis. Students should ask whether the myths or theories generated in states about the sources of their authority and legitimacy actually correspond with the real sources of authority and legitimacy. Particular attention should be paid to the role of ideology, religion, and quasi-religion in this connection.

Suggested Settings

Settings should exemplify the emergence of the Western state under the aegis of the monarchy and in connection with the church; the secularization of the state and the growth of secular nationalism; and the development of modern states resting on quasi-religious ideologies. Some choices might be: (1) monarchy and papacy in medieval and early modern France, through the wars of religion: church vs. state – divided loyalties; the state-church as the legitimizer of the reunification of political loyalties; (2) revolutionary and Napoleonic France: the lay state and secular nationalism – the reopening of the question of ultimate loyalty; (3) Nazi Germany from Hitler to Nuremberg: the state as church and the limits of obedience; (4) the United States in 1775 and today: the creation of a sovereign state and the legitimacy of its demands.

Performance Objectives – Illustrative Examples

In studying the growth of modern national states the student should be able to:

Given a specific state for study, develop definitions of sovereignty, authority, and legitimacy.

Given a specific state for study, compare real sources of authority and legitimacy with assumed sources.

Use historical perspective to develop inferences regarding the sovereignty of specific states, the church, and other politics.

Identify his own values and behavior in relation to the concept of loyalty to the state.

Subtopic 2b: Why have societies sought to impose their wills on other societies?

Concepts

Students inquire into major varieties of aggression and their roots. Relevant concepts include *ethnocentrism*, *racism*, *religion*, *secular ideology*, *imperialism*, *colonialism*, *foreign trade* and *investment*. The central question is: "What makes groups of people behave aggressively toward other groups of people?"

Suggested Settings

Inquiry might begin with the student's own community and the social-psychological processes involved in aggressive behavior among neighborhood peer groups or gangs. Then such cases as the following might be examined: (1) the expansion of Islam; (2) European imperialism and the anticolonial response in Kenya or the Belgian Congo (or both); (3) the United States and its adversaries: ideology and power-block diplomacy since World War II.

Performance Objectives – Illustrative Examples

In studying why societies sought to impose their wills on other societies, the student should be able to:

Use historical perspective to compare the nature of aggression by small groups or national states.

Classify the causes and results of specific examples of national aggression.

Evaluate the effects of aggression upon the value systems of the aggressors and aggrieved in specific historical cases.

Relate his own values or behavior to value patterns or behavior which have historically encouraged aggression, e.g., ethnocentrism, ideology, imperialism.

Subtopic 2c: Why do military establishments so universally exist, and how do they affect the societies of which they are a part?

Concepts

Here students inquire into the reasons military establishments exist, the various forms they take under different circumstances, and the varying roles they play in their societies. Particular attention is paid to the problem of civilian control of the military, and civilian control as opposed to military control of domestic and foreign policy. The question is: "Under what circumstances can civilian control be maintained and under what circumstances can civilian control be maintained and under what circumstances will it be endangered?" Relevant concepts include: *national security, internal security and police, amateurism versus professionalism in military establishments,* and *pseudo-Parkinson's Law* (a military establishment creates needs which a state must meet).

Suggested Settings

The selected settings should exemplify varying socio-political roles of military establishments, for example: (1) Argentina: the military as a conservative socio-political force; (2) Republic of Algeria: the military as agent of radical socio-political change; (3) Prussia: the autocratic state as instrument of the military; (4) Israel: the modern democratic "nation-in-arms;" (5) Japan since MacArthur – an attempt at demilitarization.

Performance Objectives – Illustrative Examples

In studying why military establishments universally exist and the way they affect the societies of which they are a part, the student should be able to:

Identify and classify the roles of military establishments of two or more nations in modern history.

Use historical perspective to compare the reasons for military ascendency at specific times in two or more nations' existence.

Identify the characteristics of militarism which have been antithetic to democracy.

Assess the value of a military establishment to the maintenance of sovereignty, and to the maintenance of order.

Assess the nature of relationship between the military establishment and the state in a given historical setting.

Subtopic 2d: Can man's technological abilities for destruction be offset by his imagination and the desire to maintain the peace?

Concepts

Students are asked to consider and account for changes in the nature, scope, and destructiveness of Western warfare since the Middle Ages, and then to consider the changing diplomatic methods for controlling war and their adequacy. Relevant concepts include: *territorial state, national soverignty; professional, volunteer,* and *conscript armies; international law; balance of power; alliance and mutual security; military technology; nuclear deterrence; arms race and nuclear proliferation; arms control; "brushfire" wars; containment; coexistence; "domino" theory.*

Suggested Settings

The selected settings should exemplify crucial changes in war and diplomacy from early modern times to the present. For example: (1) the 30 Years' War: limited war; feudal levies, mercenaries and conscript armies; the recognition of the sovereignty of territorial states and the beginning of international law; (2) Napoleonic Wars: the "nation in arms;" universal conscription vs. professional armies, balance of power diplomacy and collective peace settlements; (3) World War II: unlimited surrender; the citizen as soldier; United Nations – nationalism vs. internationalization of the peace; (4) the Cold War: containment, "brushfire wars" and the balance of nuclear terror – coexistence or ?.

Performance Objectives – Illustrative Examples

In studying the advances in the scope and destructiveness of war in relation to advances in the diplomatic methods for limiting war, the student should be able to:

Classify belligerency in terms of purpose and extent of effort.

Classify diplomatic efforts to avoid belligerency as a means of resolving international controversy.

Use specific cases in time to compare the effects of war upon the citizenry of belligerent states.

Define concepts relevant to the prevention of the use of military force for resolving national and international problems.

Draw inferences about preventing belligerency as a means of resolving international controversy from data gathered about international cooperation among nations during the period 1918 to the present.

TOPIC 3: HOW HAS INDIA MAINTAINED ITS CULTURAL UNITY OVER SUCH A LONG PERIOD AND SUCH A DIVERSITY OF PEOPLES?

The purpose of studying a single non-Western society in depth is to give students an opportunity to achieve some perspective outside that of Western, Judaeo-Christian society. If students are to see that time is not an independent entity outside the mind, but that it has been created by society as a heuristic and organizing device, they must be given an opportunity to view the world (at least vicariously) from the perspective of a society that does not share the Western concept of time. This difficult feat of getting inside the perspective of another society requires extensive exposure. To attempt to deal with more than one non-Western society or the non-Western society in general would produce superficiality. Therefore the study should be of only one non-Western society, any one that has a long and documented history. Alternative studies of India and China are outlined here.

The study of India asks students to understand the basis of the cultural stability that has been maintained over such a long period and such a diversity of peoples. Indian culture is examined in its origins, in its interaction with several groups of invaders, in the movement for independence, and in its role in contemporary, modernizing India.

The purpose of the unit is not so much to guide the student into a conventional study of the history of India organized along chronological lines and based on the use of traditional historical materials; but rather to allow him to study a society and its origins in depth through comparative techniques, applying the knowledge contributed by anthropologists and other social scientists as well as historians. The student will be asked to delve into source materials dealing with religion, philosophy, politics and the circumstances of daily life, and into Indian literature, both ancient and modern.

Subtopic 3a: How did the principal features of traditional Indian culture take shape and persist?

Concepts

The objective is to lead the student to an understanding of the interaction of peoples, events, and cultural concepts which produced what came to be known as "traditional India." In the process, the student will become conversant with the main elements of Hinduism, its highly ordered character, and the rigidity it imparts to the social system through *caste* and associated concepts and institutions.

Suggested Settings

The settings might include: (1) conjectures on the Dravidian Indian; (2) the slow intrusion of the Aryans into the Indian subcontinent and their interaction with the indigenous peoples; (3) the resulting emergence of Hinduism (the Hindu Philosophy revealed through the epic the *Bhagavad Gita* and Kalidasa's fifth-century play, *Skakuntala*) and the reformers Gautama (Buddha) and Mahavira.

Performance Objectives – Illustrative Examples

In studying the way in which the principal features of traditional Indian culture took shape and persisted, the student should be able to:

Develop a definition of caste.

Contrast the concept of inequality inherent in caste as an absolute in one culture to the concept of equality in another.

Use historical perspective to compare a culture that considered change essential for stability to a culture that considered change irrelevant.

Use direct observation to discover and identify dimensions of stratification in peer and adult relationships in local school and community situations.

Subtopic 3b: How has Hindu India interacted with its invaders?

Concepts

The purpose is to inquire into the interaction between traditional India and its invaders, with attention to both those traditional Indian characteristics that were adopted by foreigners and those elements of Hindu traditionalism that proved resistant to foreign penetration and change. Since India was invaded over its long history by many foreign groups, the study should be pursued through two cases showing contrasting patterns of interaction. All the previously developed concepts related to cultural interaction are germane.

Suggested Settings

The following cases seem especially useful: (1) Indian assimilation of the Moghul invaders, perhaps as seen in life around late Moghul Delhi as portrayed in the film *The Sword and the Flute*; and (2) Indian resistance to enforced change by the equally resistant British invaders, especially as portrayed in novels such as E. M. Forster's *A Passage to India.*

Performance Objectives – Illustrative Example

In studying the interaction of Hindu India with its invaders, the student should be able to:

Contrast the impact of military invasion to cultural invasion.

Develop historical inferences to explain the evidence that new ideas brought by invaders seldom replaced the old in India.

Subtopic 3c: How did traditional Indian culture affect the struggle for independence?

Concepts

Rather than presenting the achievement of Indian independence in all its aspects, this Subtopic is primarily concerned with the mixture of traditional Indian and Western factors in the movement.

Suggested Settings

It is suggested that this inquiry be pursued through a comparative analysis of the two principal leaders of the independence movement: Gandhi and Nehru. The autobiographies of both Gandhi and Nehru and the collected works of the former provide ample source material for the student.

Performance Objectives – Illustrative Examples

In studying the mixture of traditional Indian and Western factors in the movement for Indian independence the student should be able to:

Compare the different but complementary characteristics of two leaders, Gandhi and Nehru, who sought the same goal.

Classify the factors in the drive for independence which aided the development of a sense of nationalism.

Assess the value of nonviolent techniques of resistance for post-independence relations between India and the West.

Assess the value of Hindu acceptance of diversity for the development of Indian nationalism.

Subtopic 3d: How are traditional and modern elements interacting in present-day India?

Concepts

Here students are asked to examine contemporary India with a view to how much of traditional India remains, how Hinduism is adapting to the modern world and how the survival of traditional culture affects the processes of modernization in Indian society. All the concepts related to economic development and political modernization are germane.

Suggested Settings

Many different settings might serve the purposes of this Subtopic. Examples are: (1) an Indian village in 1930 and in 1960, as described in W. and C. Wiser, *Behind Mud Walls*; (2) changing attitudes toward caste in rural and urban India; and (3) the Indian peasant's reception of new agricultural techniques, as described, for example, in K. Nair, *Blossoms in the Dust*; (4) life in a typical south Indian town as depicted in the novels of R. K. Narayan; and (5) a general overview of life in modern India as gleaned from newspapers such as the *Times of India,* the *Hindustani Times* and *The Hindu.*

Performance Objectives — Illustrative Examples

In studying the interaction of traditional and modern elements in present-day India the student should be able to:

Identify similarities and differences in traditional and contemporary modes of interaction.

Explain why change is occurring more rapidly in some aspects of culture than in others.

Distinguish differences in the traditional and emerging roles of men and women.

Identify enduring and changing features of the caste system.

ALTERNATE TOPIC 3: HOW DID CHINA DEVELOP MANKIND'S MOST DURABLE SOCIO-POLITICAL SYSTEM, AND WHY HAS IT BEEN REPLACED?

The overall conceptual theme is the cultural basis for the Confucian socio-political system, and the extraordinary durability of the system until its recent overthrow by the Communists. The arrangement of Subtopics parallels that for the study of India. Performance objectives similar to those presented above should be developed.

Subtopic 3a: How did the principal features of traditional Chinese culture take shape and persist?

Concepts

Here the student is asked to understand the philosophical, social and political bases of Chinese culture. Previously developed concepts that are relevant include all those related to social organization and political system.

Suggested Settings

Settings might include: (1) the consolidation of Chou feudal states by Ch'in, guided by the totalitarian principles of Shang Yang and Han Fei-tsu; (2) the Confucian-Taoist philosophy as a way of life; (3) the Confucian-Taoist philosophy as a basis for government; (3) an early Chinese agricultural community, exhibiting the fixed-role hierarchical family social base and the agrarian economic base of gentry elite and peasant masses.

Subtopic 3b: How did Confucian China interact with its invaders?

Concepts

Here the student is to compare the Chinese pattern of accommodation to penetration along its inner Asian borders and to European penetration along its ocean frontiers.

Suggested Settings

Settings should include selected aspects of the following: (1) along the inner Asian frontiers, the hierarchical family of nations (and tribute systems) and the alternation of Chinese and conquest dynasties; (2) along the ocean frontiers, China's experiment with maritime trade and confrontation with the European laissez-faire economy and national sovereignty (the treaty system).

Subtopic 3c: How did the Chinese establish their modern independent nationality?

Concepts

In this Subtopic students will seek to understand the revolutionary efforts to transform completely an ancient culture, first by a series of Nationalist reformers and self-strengtheners influenced by modern Western culture, and then by leaders under the inspiration of Communist ideology.

Suggested Settings

The complex developments being studied can perhaps be seen most clearly by studying Sun Yat-sen and Mao Tse-tung, their attitudes toward traditional Chinese culture, the sources and main elements of their ideologies, and their strategies and programs for transforming China.

Subtopic 3d: How are traditional and modern elements interacting in present-day China?

Concepts

The concern here is to assess how much China is being changed, the degree to which traditional patterns are surviving under new names, and the ways innovations are being affected by traditional influences.

Suggested Settings

One way of organizing this part of the study is through the following settings: (1) an agricultural community, examined from the point of view of change in the family structure and the agrarian economy, and asking whether the old classes have been continued under new names; (2) Communist techniques of organizing people in a major city to meet social goals and to solve their own problems; (3) the Cultural Revolution as reflecting Mao Tse-Tung's view of the most needed basic changes, of the major obstacles to change, and of the most effective techniques for achieving change.

ALTERNATE TOPIC 3: WHY HAS JAPAN BECOME ASIA'S ONLY TECHNOLOGICALLY ADVANCED SOCIETY?

While the entire program in studies of man is designed to prepare students for their roles as citizens, this half-year of study is particularly directed to that end. The central purpose of this study is to develop a realistic understanding of the decision-making processes and of the contribution that ordinary citizens do and can make to those processes. The formal machinery of government and the economic system are elaborated only insofar as necessary to develop this primary understanding.

The study exercises the entire range of inquiry processes in both the analytic and integrative modes. In Topics 1-3, decision making is studied in terms of defined behaviors and replicable concepts. The particular decision-making system of the contemporary United States is studied in terms of its interrelations with other aspects of its specific social and historical setting.

A wide variety of settings are chosen to illustrate the sweeping range of decision making in our society, in the private as well as the public sector, and at all levels from the local community to the nation.

Care must be taken in all of the topics to prevent *valuing* from creeping in covertly. Students are not to address themselves to the merits of the policy issues used as settings for analysis, and the teacher must exercise great care to insure that every side of an issue is presented fairly.

It must be emphasized throughout the treatment of each of the Topics below that it is an empirical question whether propositions developed at the level of interpersonal decision-making are valid at organizational and societal levels. And in most cases there presently exists little research evidence to demonstrate the applicability or lack of applicability of knowledge derived at one level of decision making to a different level of decisions.

The rules which govern the behavior of individuals, small groups, families, i.e., interpersonal interaction, do not necessarily apply to larger collectivities, organizations, or governments. Factors to be considered at the interpersonal level are not necessarily of level of interaction between organizations and vice versa. Thus, policy decisions appropriate for an organization or a government cannot be based upon what is known about appropriate personal (interpersonal) decisions in a given area of concern without evidence derived from study of the organizational or governmental level.

TOPIC 1: HOW DO ORDINARY CITIZENS INFLUENCE DECISIONS WHICH AFFECT THEM?

MODES AND PROCESSES	CONCEPTS
Analysis Observation: selective Classification: constructed classes *Definition: behavioral *Contrast *Integration* Observation: comprehensive Classification: observed classes *Definition: refined *Comparison Similarities of observed events	Political and Economic Cultures Constitution Values (Instrumental, ideologies and utopias, expressive, traditional, conventional wisdom) Political Representation and Public Opinion Individual expression (Voting, letter-writing, comsumer behavior) Aggregated Expression (Election returns, public opinion polls; mass media as public watchdogs) Organized expression (Political parties, labor unions, other para political organizations) Collective expression (Demonstrations, riots, petitions) Political Responsiveness to Public Opinion Domestic policy (including pocketbook issues) Foreign policy Economic policy (including marketing decisions, governmental regulations, corporate policy, union policy)
SETTINGS THAT MEET THE CRITERIA See examples in the discussion that follows.	

Processes of Investigation

Definition and *contrast and comparison* are emphasized in both the analytic and integrative modes. The concept of *decision making* is defined behaviorally so that it can be identified and contrasted in a number of different settings or contexts. When the inquiry is shifted to the understanding of a particular setting, the student is expected to develop a much more precise definition of decision making when comparisons are made, for example.

Concepts

The objective is to understand the roles of the ordinary citizen in making policy decisions in the contemporary United States. As a setting for the discussion, initial focus is on the political and economic cultures: *constitution* (federalism, separation of powers – executive, legislative, judicial), checks-and-balances, and police power; *values* and *conventional wisdoms,* that provide the bases for the citizens' acceptance of the political and economic systems as *legitimate.* In this context, the relation of *public opinion* to *political representation,* and (in the third cluster) to *policy making* can be discussed, setting the stage for Topic 2.

Suggested Settings

A great variety of settings could be used to meet the objectives. To list a few: (1) Influence of consumers on production policy: television programming; (2) The influence of voters on policy decisions in the public sector: the effect of a presidential election on public policy; (3) Influences of individual voter decisions: voting behavior in a national election; (4) The two-party system and the aggregation of voter decisions: a recent national party convention; the responsiveness of voluntary organizations to individual demands; (5) Elite responsiveness to public opinion polls: presidential candidate selections in a convention; (6) Public opinion, foreign policy and domestic policy: the use of poll information to determine public relations vs. the use of polls to determine policy.

Performance Objectives -- Illustrative Examples

Classroom inquiry may be centered on the most immediate and relevant examples of the citizenship responsibilities that the students will be facing. The student should be able to:

Describe the values related to a stated position on a political issue.

Classify political behavior of individuals and groups.

Identify factors underlying public acceptance of products.

Classify political positions of candidates and parties according to constituency characteristics.

Describe appropriate means for individual and group expression on public policy.

Evaluate impact on public opinion of political-economic decisions (taxes, tariffs, currency manipulation).

Identify relationships between political platforms and group and public polls and other indications of public opinion.

Classify positions of ethnic or racial groups to responses of elected public officials.

Describe methods that an individual can use to influence the formal governmental structure.

Identify points in the formal governmental system at which the influence of the individual is important.

Identify points and ways in the informal political system that can be used by the individual to influence political and economic decisions.

Classify identities and differences in the means used by different pressure groups to influence governmental decisions.

TOPIC 2: HOW ARE ORDINARY CITIZENS INFLUENCED IN MAKING AND ACCEPTING POLICY DECISIONS?

MODES AND PROCESSES	CONCEPTS
Analysis	Descision-making Systems
Observation:	Communication
Classification: constructed classes	Channels
*Definition: behavioral	Networks
Contrast	Feedback
*Generalization	Control
	Authority
Integration	Coercion
Observation: comprehensive	Influence
Classification: observed classes	Manipulation
*Definition: refined	Exchange, reward, consensus
*Comparison	Conflict, competition, cleavage
Similarities of observed events	Political and Economic Socialization
	Party and class identification
	Political and economic symbols

SETTINGS THAT MEET THE CRITERIA
See examples in the discussion that follows.

Processes of Investigation

Both the analytic and integrative modes are used. *Definition* continues to be important (as political activity and the processes of the market are conceptualized behaviorally), but *generalization* assumes new importance (in explaining how consumers and voters are influenced and have influence).

Concepts

Here the student continues to grow in understanding about the role of the ordinary citizen, particularly as a consumer and voter, in policy decision making. Whereas in section one, he inquired into the effect of the individual on policy decisions, in this section he gains some insight into (1) why it is that the decisions reflect "public opinion" to some degree, and why that degree is no higher than it is; and (2) how the individual comes to accept and perhaps approve of such decisions. The concept-cluster, *Decision-Making Systems,* suggests four pertinent concerns: *The flow of information* (Is it open or restricted, clear or distorted?); *the control of information and behavior* (To what ends is authority exercised?); *the exchange of acceptance for benefits afforded by the system* (Rewards are a desirable outcome of any political and economic system, but to what extent does the exchange benefit the citizen in the long run?); *the legitimacy of the system* (This is the "twin" of the benefits, and relates to the "political and economic cultures" introduced in section one: with neither benefits nor legitimacy the system will be quite unstable; lacking either one, what other qualities will it lack?). Critical to legitimacy is the encouragement of responsible conflict and competition (What are the bases of these in contemporary society? What are the consequences of stifling conflict, or of encouraging unrealistic conflict?). In the context of this perspective, understanding of socialization processes and influences takes on increased importance.

Suggested Settings

As in the previous Topic, a great variety of settings could be used to meet the objectives. To list only a few: (1) The influence of production decisions on consumer decisions: fashions in clothing; (2) The influence of advertising on consumer decisions: automobiles, medicine, cigarettes; (3) Information and voter decisions: the mass media in a Presidential election; (4) Manipulation and voter decisions: the use of public-relations experts in elections; (5) The consequences of stifling realistic conflict and competition: race riots.

Performance Objectives – Illustrative Examples

After completing classroom inquiry into the process of influencing ordinary citizens in decision making, the student should be able to:

Analyze information from various public media designed to influence public opinion.

Determine the political position of a news source through analysis of statements made on major and minor public issues.

Analyze a political campaign to determine the appeals made to specific socio-economic and ethnic groups in the electorate.

Classify the appeals made to different groups to sell consumer products.

TOPIC 3: HOW ARE DECISION-MAKERS INFLUENCED BY PERSONS WITH SPECIAL STATUSES AND BY SPECIAL INTEREST GROUPS?

MODES AND PROCESSES	CONCEPTS
Analysis	Political and Economic Stratification
Observation: selective	Class
Classification: Constructed classes	Status
*Definition: behavioral	Ideology
Contrast	Special Privilege
*Generalization	"Establishmen" and "Elite" groups
	Pressure groups
Integration	Lobbies
Observation: comprehensive	Elite Recruitment and Replacement
Classification: observed classes	
*Definition: refined	
*Comparison	
Similarities of observed events	

SETTINGS THAT MEET THE CRITERIA
See examples in the discussion that follows.

Processes of Investigation

The analytic and integrative modes are used as they were in Topic 2, though now with reference to different classes of behavior related to decision making.

Concepts

The conceptual approach is similar to that in Topics 1 and 2, except that the focus is now on the role in decision making of persons with special statuses and in special-interest groups. The study might conclude with a complex case of decision making at the federal level, involving the executive, legislative, and judicial branches and all the influences on decision making that have been considered. In this discussion, concepts from Topics 1 and 2 should be used, especially those related to communication and control – such as *persuasion* (including *lobbying), manipulation,* and *coercion.* Emphasis should be on those concepts related to political groups – *special-interest groups* and *elites* (including the concepts of *establishment* and *power elite).*

Suggested Settings

Again a great variety of settings could be developed, but they should range from the local to the national level and should include the private as well as the public sector. The final setting should enable the student to integrate all the aspects of decision making that have been studied. The following list of settings is intended to suggest one way of organizing the study: (1) Influence in the community: a policy decision in the student's own community, with special attention to the varying influence of different individuals and groups; (2) Special interests and federal-state relations: California's farm-labor policies; (3) Special interests and the public interest in wage and price determination: corporate management, labor, and the federal government in a given industry; (4) Expertise versus democratic controls in diplomatic and military policy: a president's decision to use particular military devices; (5) The influence of voters, party regularity, special interest groups and individuals, and personal conviction on federal policy decisions: civil rights in the executive, legislative, and judicial branches during any recent administration.

Performance Objectives – Illustrative Examples

After classroom inquiry into how decision makers are influenced by persons with special statuses and by special interest groups, the student should be able to:

Identify special-status groups' interests in key local and national issues.

List the methods of influencing legislative decision makers available to special-interest groups.

Forecast responses taken by special-interest groups on selected proposals in the labor unions on minimum-wage legislation.

Analyze state and national political platforms in comparison to the positions of prominent political figures and major ethnic and economic groups.

Express the arguments of special-interest groups in selected social, economic, and political controversy.

TOPIC 4: WHAT RANGE OF DECISIONS IS POSSIBLE WITHIN ORGANIZATIONS?

MODES AND PROCESSES	CONCEPTS
Analysis Observation: selective Classification: constructed classes *Definition: behavioral Contrast *Generalization *Integration* Observation: comprehensive Classification: observed classes *Definition: refined *Comparison Similarities of observed events	In this Topic, previously identified concepts will be utilized, as they apply to: Representative (consensual) organization Rational bureaucracy Expressive organization Emphasis should be on the concepts: Decision-making systems: Communication Control Exchange, reward, consensus Conflict, competition, cleavage (from Topic 2) Political and economic cultures: Values Conventional wisdom Legitimacy (from Topic 1) Political and economic stratification Special privilege Elite recruitment and replacement (from Topic 3)
SETTINGS THAT MEET THE CRITERIA See examples in the discussion that follows.	

Processes of Investigation

Same as in Topics 1-3.

Concepts

In this Topic, previously introduced concepts are applied to the special situation of decision making in a large-scale organization. The student should grow in understanding of differences in goals and decision-making systems in the three types of organization: The Consensual, which is dedicated to no specific objectives, but simply provides the mechanisms (including mechanisms of competition and realistic conflict) or establishes a working consensus (e.g., the ideal form of democratic political system); the Bureaucratic, dedicated to the efficient accomplishment of specific objectives (e.g., the usual form of business organization); the Expressive, dedicated to the supply of intrinsic satisfactions to the individuals involved (e.g., an informal sports team, a social club; this sort of organization is virtually never large-scale. In the discussion of these types (both as "ideal forms" and as they appear in contemporary society), the concepts of *decision-making systems*, of *cultural understandings*, of *stratification hierarchies and privileges* and of *elite recruitment* should help sensitize the student to differences as well as similarities between the types.

Suggested Settings

Again, a variety of settings could be used, but they should focus especially on the large-scale organization (thereby emphasizing the consensual and bureaucratic, but not the expressive). Select appropriate episodes from large-scale organizations in the political, social and economic realms for each of the following areas: (1) "System-determined" decisions in organizations; (2) Specialization in organizational decision making; (3) Organizational efficiency; (4) Innovation in organizations; (5) Individual expression in bureaucracies; (6) Communication and conflict in organizations.

Performance Objectives – Illustrative Examples

After classroom inquiry into the range of decisions possible within organizations, the student should be able to:

Identify the methods available for the executive to influence legislation in local, state, and national governments.

Distinguish between the positions taken by the legislative and executive branches on local, state, or national issues and relate these positions to the decisions made.

Compare the decision-making process of political, social, and economic organizations.

Compare the development of a change in policy within two large organizations.

TOPIC 5: WHAT IS THE EFFECT ON SOCIAL POLICY DECISIONS OF RELATIONSHIPS BETWEEN ORGANIZATIONS?

MODES AND PROCESSES	CONCEPTS
Analysis Observation: selective Classification: constructed classes *Definition: behavioral Contrast *Generalization *Integration* Observation: comprehensive Classification: observed classes *Definition: refined *Comparison Similarities of observed events	In this Topic, the interlinkings of decision making systems is considered. Emphasis should be on the concepts: Organizational Interrelatedness Decision making systems: Communication Control Exchange, reward, consensus Conflict, competition, cleavage (from Topics 2 and 4) Significant Community
SETTINGS THAT MEET THE CRITERIA See examples in the discussion that follows.	

Inquiry Processes

Same as in Topics 1-3.

Concepts

The previous concepts of decision-making systems are extended to a more general level. The student should grow in an understanding of the complexities of social life and policy formation, as he comes to recognize the close links of organizations at varying levels of complexity (say, the relation of a town council to state and federal governments) and in different spheres of community life (say, the relation of state governments to public schools, or of large business organizations to military organizations). These links are categorized by the term, *organizational interrelatedness.* Through use of the concepts of decision-making systems, by now familiar to the student, awareness may be gained of changes in, and differences between, organizations in terms of: communications, control, rewards and conflicts. To this analysis is added the concept of *significant community;* the smallest social sphere in which can be found a fair autonomy of decision making (i.e., the pioneer days, the family, or the township could be considered the significant community; today only the national society could be so considered, indicating dramatic changes in organizational links).

Suggested Settings

Again, a variety of settings could be used, but they should focus especially on the large-scale organizations (to the neglect of small units such as families). To list a few possibilities: (1) Changes in the significant community: small-town government in mass society; (2) Links between economy and politics: urban-renewal projects; (3) Education in the current political economy: changes in the relation of education to ethnic groups or social class allocation; (4) Creative culture as political-economic materials: the international spread of abstract art and jazz; (5) Mass media and governmental policies: uses of the media by world leaders; the media, the polls and foreign-policy decisions; (6) Organizational resistance to policy execution: the Supreme Court and school desegregation.

Performance Objectives — Illustrative Examples

After classroom inquiry into the effect on social policy decisions of relationships between organizations, the student should be able to:

Identify possible consequences of changes in laws on significant social problem areas (in housing, education) in a local community.

Identify the local governmental response in different sections of the county to federal policy decisions in social issues.

Describe the effect on the social system of changes in economic policy.

Compare the responses of two large private organizations to a proposed change in public policy in a significant social area (for example, environmental control).

Grade 12B: Man, His Goals and Aspirations: Selected Studies in Social Sciences (Capstone Courses)

One semester of the senior year should be set aside for a series of courses from which all students may select at least one. These capstone courses are designed to enable a student to probe more deeply into a particular inquiry process of a discipline or to pursue a subject of interest in greater depth. These courses also serve to draw upon the unique professional competence of the teaching staffs of individual schools and for this reason the type of offerings would vary considerably.

One semester courses may be offered in selected aspects of Anthropology, Social Psychology, Urban Geography, Sociology, Economics, Political Science, and History. Other courses may be focused on such topics as "New African Nations and World Affairs," "Social Change in Asian Society," "Ethnic Groups and Social Policy." Advanced courses in American studies may be offered in special areas such as "Immigrant and Negro Experience," "People and Policy in the Metropolis," "The Selective Service System." There might be room for course offerings such as "What is the Impact of the Military-Industrial Complex on American Life?"; "Islam, Buddhism, and Hinduism in Comparative Settings"; "The Influence of Religion on Art and Architecture."

In planning these offerings, careful attention must be given to the nature, interests, and abilities of the student population and the teaching staff of a school. Justification for courses should be based on the inherent enlightenment to be gained from the material and processes to be engaged in, and not primarily on the extent to which each course may "help prepare" a student for college. In general, capstone courses would have to rely on a wide variety of instructional materials, and may exclude the traditional textbook altogether. Such courses do place an enormous burden on individual teachers, and it would be hoped that district resources and staff assistance would be generously available.

III CONTENT STRANDS FROM BASIC DISCIPLINES

Outlined below are specific examples of ways in which conceptual content from basic disciplines has been included in this program. Content from the following disciplines has been noted in relation to Topics in each block of grades: Political Science, Geography, History, Economics, Anthropology, Sociology, and Psychology. Efforts have been made to provide for the development of conceptual understanding in all of the basic disciplines in both the elementary and secondary grades. Viewed from the standpoint of the disciplines and of related concerns of social sciences education, significant content has been included as follows:

Political Science, Civics, Citizenship Qualities, Contemporary Affairs, State and Local Government

Grades K-2. Topic 4: a study of social organization, with particular emphasis on roles and rules, and on decision making roles.

Grades 3-4. Topics 3-4: attention to decision making in the development of San Francisco and Los Angeles, and in contemporary cities around the world.

Grades 5-6. Topic 1: attention to political aspects of interacting cultures. Topic 2: attention to political aspects of the interaction of ethnic groups in American development. Topic 3: includes the role of law, the Constitution, the courts, and the political process in group interaction in the contemporary United States.

Grades 7-9. Topics 1-2, 4: a conceptual, comparative study of political systems, from families and tribal groups to the development of the modern liberal state in England and the United States. Topic 5: decision making in a command economy. Topic 6: decision making in the contemporary United States. Topic 7: political systems in modernizing societies. Topic 11: a policy study of the modern American city and its problems, including consideration of decision making for the city.

Grades 10-11. Historical studies which include extensive consideration of the political systems of the United States, the modern Western world, and a major non-Western culture, as well as critical contemporary problems in all these areas.

Grade 12A. Devoted wholly to a study of decision making in the contemporary United States (including federal, state and local governments), with special attention to the citizen's roles, rights, and responsibilities.

Grade 12B. Capstone courses in aspects of political science, contemporary problems, or related areas.

Geography and Conservation.

The diverse settings generated by the program's cross-cultural orientation insure the constant accumulation of geographical knowledge about every part of the world. In addition, though none of the studies is labeled as "geography" per se, the program places heavier emphasis than most curricula on geographical concepts (yielding, among other things, a sharper conceptual understanding of the importance of conservation). The principal instances are as follows:

Grades K-2. Topic 2: basic landforms and water bodies, climate, weather, topography, and man's relation to his natural environment. Topic 5: attention to the range and variety of man's geographical environments.

Grades 3-4. Topics 1-3: a study of human adaptation to the natural environment, utilizing as a setting, California from the early Indian inhabitants to the development of San Francisco and Los Angeles; thus devoted wholly to developing the basic concepts of human, economic, and urban geography, including the importance of natural resources and conservation, while simultaneously building geographical knowledge of California. Topic 4: a study of urbanization and urban problems, including conservation, in various parts of the world; includes geographical knowledge of selected important regions of the world.

Grades 5-6. Topics 1-3: geographic features of North America and the United States. Topic 4: geographic features of Brazil, India, Nigeria or other areas selected for study.

Grades 7-9. Topics 2, 3, 5-7: attention to natural resources in relation to comparative economic systems and economic development. Topics 8-11: a study of the various aspects of urban geography, with special attention to man's changing relation with the natural environment and to the consequent importance of conservation.

Grades 10-11. Historical studies which make extensive use of the geographic concepts previously developed.

Grade 12B. Capstone courses in aspects of geography and conservation.

History

Grades 10-11 are devoted wholly to historical studies of the United States, the modern Western world, and a major non-Western culture. In addition, the study of human adaptation in Topics 1-3 of Grades 3-4 utilizes as a setting, California from the early Indian inhabitants to the development of San Francisco and Los Angeles, providing in effect a history of California oriented around this centrally important theme. Similarly the study of group interaction in Topics 1-3 of Grades 5-6 utilizes as a setting, North America and the United States. Topic 1 deals with the Spanish-Indian interaction in early Mexico and the English-Indian-African interaction in eastern North America in the period of English settlement. Topic 2 deals with the American national experience (mainly nineteenth and earlier twentieth centures) from the point of view of the roles and interaction in the contemporary United States.

In addition to these major concentrations of historical studies and historical settings, much historical information and orientation is provided by the suggested settings for the study of nonhistorical concepts. In some of these Topics much of the treatment is implicitly historical. The principal instances are as follows:

Grades K-2. Topic 5: attention to the range and variety of human experience over time, including consideration of outstanding personalities throughout human history.

Grades 5-6. Topic 5: ancient Greece, an African tribal society or kingdom, late medieval western Europe, Confucian China, and Indian, colonial and modern Mexico.

Grades 7-9. Topic 2: suggested settings, ancient Egypt and medieval England. Topic 3: economic development in England and the United States, 14th–19th centures. Topic 4: political development in England and British North America, 17th–18th centuries. Topic 8: the development of urban life in ancient Sumer. Topic 9: suggested settings, four preindustrial cities, such as ancient Rome, Renaissance Venice, Reformation Geneva, and early modern Canton.

Grade 12B. Capstone courses in aspects of history.

Economics

Grades K-2. Topic 2: attention to economic aspects of human adaptation. Topic 4: attention to scarcity, wants, and division of labor in relation to social organization and role. Topic 5: attention to technology and division of labor, in relation to the diversity of human cultures.

Grades 3-4. Topics 1-2: basic economic concepts are elaborated in the course of studying varying human adaptations to the natural environment. Topics 3-4: economic activities in urban centers. Topic 5: attention to technology and division of labor as basic elements of culture.

Grades 5-6. Topics 1-3: economic activities of groups studied. Topic 4: economic activities in countries selected for study.

Grades 7-9. Topics 2-3: a conceptual and comparative study of economic systems in (historical) settings, ranging from ancient Egypt to the development of market economies. Topic 5: a study of decision making in command political economy. Topic 6: a study of decision making in the political economy of the United States. Topic 7: economic systems and the problem of economic development in modernizing societies. Topics 8-11: attention to economic aspects of urbanization and the urban environment.

Grades 10-11. Historical studies which mak extensive use of the economic concepts previously developed.

Grade 12A. A study of economic as well as political decision making in the present-day United States.

Grade 12B. Opportunity for capstone courses in aspects of economics.

Anthropology, Sociology, Psychology

Grades K-2. Basic studies devoted in culture, including the aspects of communication, man's adaptation to the natural environment, and social organization and roles.

Grades 3-4. Topics 1-2: studies in human adaptation and ecology, including the aspects of social organization and roles. Topics 3-4: cultural adaptation in urban centers. Topic 5: a study of the human capacity for culture, including the aspects of communication, technology, social organization, and world view.

Grades 5-6. Topics 1-2: studies in cultural interaction, including the aspects of immigration, social stratification, and ethnic and religious differentiation. Topics 3-4: a study of "race" and culture, including ethnocentrism and racial prejudice. Topic 5: a study of human individuality and creativity within a framework of myth, religion and ideology.

Grades 7-9. Topic 1: attention to the organization of basic social groups (families, peer groups, tribal societies) in relation to political systems. Topic 8: a study of the transition from tribal society to peasant-urban society. Topics 10-11: attention to group interaction and social stratification in the contemporary urban environment.

Grades 10-11. Historical studies which make extensive use of the anthropological, sociological, and social psychological concepts previously developed.

Grade 12A. Attention to sociological and psychological aspects of decision making.

Grade 12B. Capstone courses in aspects of anthropology, sociology, and social psychology.

Ethnic Strand

Grades K-2. Topic 5: A study of how people are alike and different with attention to ethnic groups and their contributions at both the local and state levels.

Grades 3-4. Topic 4: Attention to decision making in modern urban centers as affected by social and ethnic groups and as affecting group interaction.

Grades 5-6. Topic 1: A study to develop understanding of cultural diversity and interaction with attention to related concepts of caste, ethnocentrism, and racism. Consideration given to Indian, Spanish, and West African cultures. Topics 2-3: A study of ethnic groups and their contributions in creating a cultural diverse American society. Topic 4: A study of patterns of human interaction in different cultures.

Grades 7-8. Topics 1 and 4: Attention given to the political culture in terms of political values held in groups and political socialization through which members of various groups come to perceive the political system. Topics 10-11: A study of the relationships and interactions among social and ethnic groups in the urban environment.

Grades 10-11. Topic 1 – Subtopic 1d: Historical study of the impact of enslaved Africans upon American life. Topic 1: Subtopics 1e and 1h: Attention to post civil war discriminations against ethnic groups and the stereotypes placed upon them by the white majority.

Grade 12A. Topics 4-5: Attention to a study of decision making in organization which would include current national organizations representing ethnic groups.

Grade 12B. Opportunity for a capstone course in the contributions of ethnic groups to our American culture.